THE

COLLEGE

OF

FORT WILLIAM

IN

BENGAL.

LONDON:

PRINTED FOR T. CADELL AND W. DAVIES, STRAND;

BY W. BULMER AND CO. CLEVELAND-ROW,

ST. JAMES'S.

1805.

CONTENTS.

No. I.

Minute in Council at Fort William, by his Excellency Marquis Wellesley, containing his reasons for the establishment of a College in Bengal. Dated the 18th August, 1800, - page 1

No. II.

Statutes of the College of Fort William, - - p. 44

No. III.

Account of the First Disputations in the Oriental Languages, holden the 6th February, 1802; with the Speech delivered on that occasion by Sir George Barlow, as Acting-visitor, - p. 58

No. IV.

Letter from his Excellency Marquis Wellesley to the Chairman of the Court of Directors; in consequence of their having ordered the College to be abolished. Dated the 5th August, 1802, p. 65

No. V.

Account of the Second Disputations in the Oriental Languages, holden the 29th March, 1803; with the Speech delivered on that occasion by his Excellency Marquis Wellesley, as Visitor of the College, - - - - - - p. 109

No. VI.

Account of the Third Disputations in the Oriental Languages, holden the 20th September, 1804; with the Speech delivered on that occasion by his Excellency Marquis Wellesley, as Visitor of the College, - - - - - page 124

No. VII.

Account of the Fourth Disputations in the Oriental Languages, holden on the 9th February, 1805; with the Speech delivered on that occasion by his Excellency Marquis Wellesley, as Visitor of the College, - - - - - p. 139

No. VIII.

Remarks on the primary establishment of the College of Fort William; and on the operation of its first four years, p. 155

No. IX.

Translation of a Speech in the Shanscrit language, delivered by the Shanscrit Professor, acting as Moderator at the Oriental Disputations, on the 20th September, 1804; extracted from the third volume of the Primitiæ Orientales, - - p. 168

No. X.

The public Examinations of the College of Fort William, exhibited in regular series, since the commencement of the Institution; with a List of the Students who have entered on the public service; and a Register of the names of those Students who have obtained Degrees of Honour for high proficiency in the Oriental languages, - - - - - p. 179

No. XI.

Catalogue of Works in the Oriental Languages and Literature published by members of the College of Fort William, since the commencement of the Institution, - - page 219

No. XII.

Establishment of the College of Fort William; containing the names and offices of those persons who have borne any part in the conduct of that Institution, since its foundation in 1800, p. 236

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THIS VOLUME CONTAINS THE OFFICIAL PAPERS, AND THE LITERARY PROCEEDINGS OF THE COLLEGE OF FORT WILLIAM IN BENGAL, DURING ITS FIRST FOUR YEARS.

12th March, 1805.

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COLLEGE OF FORT WILLIAM.

No. I.

MINUTE IN COUNCIL AT FORT WILLIAM; BY HIS EXCELLENCY MARQUIS WELLESLEY;

CONTAINING

HIS REASONS FOR THE ESTABLISHMENT OF A COLLEGE IN BENGAL.

Dated the 18th August, 1800.

I.

1. The British Possessions in India now constitute one of the most extensive and populous empires in the world. The immediate administration of the government of the various provinces and nations composing this empire, is principally confided to the European civil servants of the East India Company. Those provinces, namely, Bengal, Behar, Orissa, and Benares, the Company's jaghire in the Carnatic, the Northern Circars, the Baramhal, and other districts ceded by the peace of Seringapatam in 1792, which are under the more immediate and direct administration of the European civil

servants of the Company, are acknowledged to form the most opulent and flourishing part of India, in which property, life, civil order, and religious liberty, are more secure, and the people enjoy a larger portion of the benefits of good government, than in any other country in this quarter of the globe. The duty and policy of the British government in India therefore require, that the system of confiding the immediate exercise of every branch and department of the government of Europeans educated in its own service, and subject to its own direct control, should be diffused as widely as possible, as well with a view to the stability of our own interests, as to the happiness and welfare of our native subjects. This principle formed the basis of the wise and benevolent system introduced by Lord Cornwallis, for the improvement of the internal government of the provinces immediately subject to the presidency of Bengal.

2. In proportion to the extension of this beneficial system, the duties of the European civil servants of the East India Company are become of greater magnitude and importance: the denominations of writer, factor, and merchant, by which the several classes of the civil service are still distinguished, are now utterly inapplicable to the nature and extent of the duties discharged, and of the occupations pursued by the civil servants of the Company.

3. To dispense justice to millions of people of various languages, manners, usages, and religions; to administer a vast and complicated system of revenue throughout districts, equal in extent to some of the most considerable kingdoms in Europe; to maintain civil order in one of the most populous and litigious regions of the world: these are now the duties of the larger proportion of the civil servants of the Company. The senior merchants composing the five courts of circuit and appeal, under the presidency of Bengal, exercise in each of those courts, a jurisdiction of greater local extent, applicable to a larger population, and occupied in the

determination of causes infinitely more intricate and numerous, than that of any of the regularly constituted courts of justice in any part of Europe. The senior or junior merchants employed in the several magistracies and zillah courts, the writers or factors filling the stations of registers and assistants to the several courts, and magistrates, exercise in different degrees, functions of a nature either purely judicial, or intimately connected with the administration of the police, and with the maintenance of the peace and good order of their respective districts. Commercial and mercantile knowledge is not only unnecessary throughout every branch of the judicial department, but those civil servants who are invested with the powers of magistracy, or attached to the judicial department in any ministerial capacity, although bearing the denomination of merchants, factors, or writers, are bound by law, and by the solemn obligation of an oath, to abstain from every commercial and mercantile pursuit. The mercantile title which they bear, not only affords no description of their duty, but is entirely at variance with it.

4. The pleadings in the several courts, and all important judicial transactions, are conducted in the native languages. The law which the Company's judges are bound to administer throughout the country, is not the law of England, but that law to which the natives had long been accustomed under their former sovereigns, tempered and mitigated by the voluminous regulations of the Governor-general in council, as well as by the general spirit of the British constitution. These observations are sufficient to prove, that no more arduous or complicated duties of magistracy exist in the world, no qualifications more various or comprehensive can be imagined, than those which are required from every British subject who enters the seat of judgment within the limits of the Company's empire in India.

5. To the administration of the revenue, many of the preceding

observations will apply with equal force; the merchants, factors, and writers employed in this department also are bound by law to abjure the mercantile denomination appropriated to their respective classes in the Company's service; nor is it possible for a collector of the revenue, or for any civil servant employed under him, to discharge the duty with common justice, either to the state, or to the people, unless he shall be conversant in the language, manners, and usages of the country, and in the general principles of the law as administered in the several courts of justice. In addition to the ordinary judicial and executive functions of the judges, magistrates, and collectors, the judges and magistrates occasionally act in the capacity of governors of their respective districts, employing the military, and exercising other extensive powers. The judges, magistrates, and collectors, are also respectively required by law, to propose from time to time to the Governor-general in council, such amendments of the existing laws, or such new laws as may appear to them to be necessary to the welfare and good government of their respective districts. In this view the civil servants employed in the departments of judicature and revenue, constitute a species of subordinate legislative council to the Governor-general in council, and also a channel of communication, by which the government ought to be enabled at all times to ascertain the wants and wishes of the people. The remarks applied to these two main branches of the civil service, namely, those of judicature and revenue, are at least equally forcible in their application to those branches which may be described under the general terms of the political and financial departments, comprehending the offices of chief secretary, the various stations in the secretary's office, in the treasury, and in the office of accountant general, together with all the public officers employed in conducting the current business at the seat of government. To these must be added the diplomatic branch, including the several residencies at the courts

of our dependant and tributary princes, or of other native powers of India.

6. It is certainly desirable that all these stations should be filled by the civil servants of the Company; it is equally evident that qualifications are required in each of these stations, either wholly foreign to commercial habits, or far exceeding the limits of a commercial education.

7. Even that department of the empire which is denominated exclusively commercial, requires knowledge and habits different in a considerable degree from those which form the mercantile character in Europe. Nor can the Company's investment ever be conducted with the greatest possible advantage and honour to themselves, or with adequate justice to their subjects, unless their commercial agents shall possess many of the qualifications of statesmen, enumerated in the preceding observations. The manufacturers and other industrious classes, whose productive labour is the source of the investment, bear so great a proportion to the total population of the Company's dominions, that the general happiness and prosperity of the country must essentially depend on the conduct of the commercial servants employed in providing the investment: their conduct cannot be answerable to such a charge, unless they be conversant in the native languages, and in the customs and manners of the people, as well as in the laws by which the country is governed. The peace, order, and welfare of whole provinces, may be materially affected by the malversations, or even by the ignorance and errors of a commercial resident, whose management touches the dearest and most valuable interests, and enters into the domestic concerns of numerous bodies of people, active and acute from habitual industry, and jealous of any act of power injurious to their properties, or contrary to their prejudices and customs.

8. The civil servants of the English East-India Company, therefore, can no longer be considered as the agents of a commercial

concern; they are in fact the ministers and officers of a powerful sovereign; they must now be viewed in that capacity with a reference, not to their nominal, but to their real occupations. They are required to discharge the functions of magistrates, judges, ambassadors, and governors of provinces, in all the complicated and extensive relations of those sacred trusts and exalted stations, and under peculiar circumstances which greatly enhance the solemnity of every public obligation, and aggravate the difficulty of every public charge. Their duties are those of statesmen in every other part of the world, with no other characteristic differences than the obstacles opposed by an unfavourable climate, a foreign language, the peculiar usages and laws of India, and the manners of its inhabitants. Their studies, the discipline of their education, their habits of life, their manners and morals, should therefore be so ordered and regulated as to establish a just conformity between their personal consideration, and the dignity and importance of their public stations, and a sufficient correspondence between their qualifications and their duties. Their education should be founded in a general knowledge of those branches of literature and science, which form the basis of the education of persons destined to similar occupations in Europe. To this foundation should be added an intimate acquaintance with the history, languages, customs, and manners of the people of India, with the Mahommedan and Hindu codes of law and religion, and with the political and commercial interests and relations of Great Britain in Asia. They should be regularly instructed in the principles and system which constitute the foundation of that wise code of regulations and laws enacted by the Governor-general in council, for the purpose of securing to the people of this empire, the benefit of the ancient and established laws of the country, administered in the spirit of the British constitution. They should be well informed of the true and sound principles of the British constitution, and sufficiently grounded in

the general principles of ethics, civil jurisprudence, the laws of nations, and general history, in order that they may be enabled to discriminate the characteristic differences of the several codes of law administered within the British empire in India, and practically to combine the spirit of each in the dispensation of justice, and in the maintenance of order and good government. Finally, their early habits should be so formed, as to establish in their minds such solid foundations of industry, prudence, integrity, and religion, as should effectually guard them against those temptations and corruptions with which the nature of the climate and the peculiar depravity of the people of India, will surround and assail them in every station, especially upon their first arrival in India. The early discipline of the service should be calculated to counteract the defects of the climate and the vices of the people, and to form a natural barrier against habitual indolence, dissipation, and licentious indulgence; the spirit of emulation in honourable and useful pursuits should be kindled and kept alive by the continual prospect of distinction and reward, of profit and honour; nor should any precaution be relaxed in India which is deemed necessary in England, to furnish a sufficient supply of men, qualified to fill the high offices of the state, with credit to themselves and with advantage to the public. Without such a constant succession of men in the several branches and departments of this government, the wisdom and benevolence of the law must prove vain and insufficient. Whatever course and system of discipline and study may be deemed requisite in England to secure an abundant and pure source for the efficient supply of the public service, the peculiar nature of our establishments in the East (so far from admitting any relaxation of those wise and salutary rules and restraints) demands that they should be enforced with a degree of additional vigilance and care, proportioned to the aggravated difficulties of the civil service, and to the numerous hazards surrounding the entrance of public life in India.

II.

9. It is unnecessary to enter into any examination of facts, to prove that no system of education, study, or discipline, now exists either in Europe or in India, founded on the principles, or directed to the objects, described in the preceding pages; but it may be useful in this place to review the course through which the junior civil servants of the East-India Company now enter upon the important duties of their respective stations, to consider to what degree they now possess, or can attain any means of qualifying themselves sufficiently for those stations, and to examine whether the great body of the civil servants of the East India Company at any of the residencies, can now be deemed competent to discharge their arduous and comprehensive trusts, in a manner correspondent to the interests and honour of the British name in India, or to the prosperity and happiness of our native subjects.

10. The age at which the writers usually arrive in India, is from sixteen to eighteen. Their parents or friends in England, from a variety of considerations, are naturally desirous, not only to accelerate the appointment at home, but to dispatch the young man to India at the earliest possible period. Some of these young men have been educated with an express view to the civil service in India, on principles utterly erroneous and inapplicable to its actual condition; conformably to this error, they have received a limited education, confined principally to commercial knowledge, and in no degree extended to those liberal studies which constitute the basis of education at public schools in England. Even this limited course of study is interrupted at the early period of fifteen or seventeen years.

11. It would be superfluous to enter into any argument to demonstrate the absolute insufficiency of this class of young men to execute the duties of any station whatever in the civil service of

the Company, beyond the menial, laborious, unwholesome, and unprofitable duty of a mere copying clerk. Those who have received the benefits of a better education, have the misfortune to find the course of their studies prematurely interrupted at the critical period when its utility is first felt, and before they have been enabled to secure the fruits of early application.

12. Both descriptions of young men, those whose education has been originally erroneous and defective; and those, the early promise of whose studies has been unseasonably broken, when arrived in India, are equally precluded from the means, either of commencing a new and judicious course of study, adapted to their new situation, or of prosecuting that course which has been unseasonably interrupted. Not only no encouragement is offered by the present constitution and practice of the civil service to any such pursuits, but difficulties and obstacles are presented by both, which render it nearly impossible for any young man, whatever may be his disposition, to pursue any systematic plan of study, either with a view to remedy the defects, or to improve the advantages of his former education.

13. On the arrival of the Writers in India, they are either stationed in the interior of the country, or employed in some office at the presidency.

14. If stationed in the interior of the country, they are placed in situations which require a knowledge of the language and customs of the natives; or of the regulations and laws; or of the general principles of jurisprudence; or of the details of the established systems of revenue; or of the nature of the Company's investment, or of many of these branches of information combined. In all these branches of knowledge, the young writers are totally uninformed, they are consequently unequal to their prescribed duties. In some cases, their superior in office, experiencing no benefit from their services, leaves them unemployed: in this state,

many devote their time to those luxuries and enjoyments which their situation enables them to command, without making any effort to qualify themselves for the important stations to which they are destined. They remain sunk in indolence, until, from their station in the service, they succeed to offices of high public trust.

15. Positive incapacity is the necessary result of these pernicious habits of inaction, the principles of public integrity are endangered, and the successful administration of the whole government exposed to hazard. This has been the unhappy course of many who have conceived an early disgust, in provincial stations, against business to which they have found themselves unequal, and who have been abandoned to the effects of despondency and sloth.

16. Even the young men whose dispositions are the most promising, if stationed in the interior of the country, at an early period after their arrival in India, labour under great disadvantages. They also find themselves unequal to such duties, as require an acquaintance with the languages, or with the branches of knowledge already described. If entirely employed in the subordinate details of office, they are absolutely precluded from reviving any former acquirements, or from establishing those foundations of useful knowledge indispensably necessary to enable them hereafter to execute the duties of important stations with ability and credit. Harassed with the ungrateful task of transcribing papers and accounts, or with other equally fatiguing and fruitless labours of a copying clerk or index maker, their pursuit of useful knowledge cannot be systematic; if attempted in any degree, their studies are desultory and irregular, and their attention to any definite pursuit is still more distracted by the uncertainty of the nature of those employments to which they may hereafter be nominated.—No course of study having been pointed out by public institution, no selection prescribed by authority of the branches of knowledge appropriated to each department and class of the service, diligence is lost for

want of a guide, and the most industrious are discouraged by the apprehension that their studies may prove fruitless, and may frustrate, instead of promoting, their advancement in the public service.

17. When their rank in the service has entitled them to succeed to offices of importance, the current duties of these offices necessarily engross their whole attention. It is then too late to revert to any systematic plan of study with a view to acquire those qualifications, of which, in the ordinary discharge of their official functions, they feel the hourly want; if at this late season they should make an effort to acquire knowledge, it must be sought by the interruption of their current business, to the detriment of the public interests, and to the inconvenience or injury of the individuals subject to their authority.

18. With respect to the young men attached to the offices at the presidency, their duty consists chiefly in transcribing papers. This duty, if pursued with the utmost diligence and assiduity, affords little knowledge of public affairs, is often prejudicial to health, and would be better performed by any native or Portugueze writer. They obtain no distinct knowledge of the public records, because they pursue no regular course of reading, examining or comparing the documents which compose those public records; they have indeed scarcely time to understand and digest those papers which they are employed to transcribe; their acquaintance even with the current affairs of the government must be limited and partial, and must rather tend to confuse than to instruct their minds. At the expiration of the period during which they usually remain in these situations at the presidency, their knowledge of public business is necessarily superficial and incorrect; having had little intercourse with the natives, these young men are in general extremely deficient in the knowledge of the language of the country. In the mean time, their close and laborious application to the

hourly business of transcribing papers has been an insuperable objection to their advancement in any other branch of knowledge; and at the close of two or three years they have lost the fruits of their European studies, without having gained any useful knowledge of Asiatic literature or business. Those whose dispositions lead them to idleness aud dissipation, find greater temptations to indulgence and extravagance at the presidency, than in the provinces. Many instances occur in which they fall into irretrievable courses of gaming, and totally destroy their health and fortunes. Some succeed, in the ordinary progress of the service, to employments, in which their incapacity or misconduct becomes conspicuous to the natives, disgraceful to themselves, and injurious to the state.

19. All these descriptions of young men, upon their first arrival in India, are now exposed to a disadvantage the most perilous that can be encountered at an early period of life. Once landed in India, their studies, manners, morals, expenses, or conduct, are no longer subject to any degree of regulation or direction; no system is established for their guidance, improvement, or restraint; no authority has been constituted with either the duty or power of enforcing any such system; and they are abandoned at the age of sixteen or eighteen, with affluent incomes, to pursue their own inclinations, without the superintendance or controul of parent, guardian, or master; often without a friend to advise or admonish, or even to instruct them in the ordinary details and modes of an Indian life.

20. The practice of consigning the young writers to the care of friends resident in India, affords no adequate remedy to this evil. Those friends are often incompetent to the arduous and delicate task imposed upon them; and it frequently happens that they may be so far removed from the spot at which the young man may be stationed by the government, that years may elapse before he may

have been able even to see the persons appointed by his European friends to superintend his introduction into India.

21. In earlier periods of our establishment, when the annual incomes of the civil servants were of a more fluctuating nature, and derived from sources more vague and indefinite, the tables of the senior servants were usually open to those more recently arrived from Europe; and the young writers, upon their first landing in India, were frequently admitted and domiciliated in the families established at the presidency or in the provinces.

22. The objections of this loose and irregular system were numerous and obvious: without entering upon that topic, it is sufficient to observe, that the definite and regular sources of profit established in the civil service by Lord Cornwallis have occasioned a material alteration in the economy of every private family among the civil servants.

23. Incomes being limited and ascertained, and no other source of emolument now existing beyond the annual savings from the regulated salaries, the tables of the civil servants can no longer be open to receive the numerous body of Writers annually arriving from Europe; still less can these young men be generally admitted to reside habitually in families of which the annual expenses are now necessarily restrained within certain and regular boundaries.

24. Many of the young men, on their first arrival, are therefore compelled to support the expense of a table; the result of this necessarily is obvious, and forms one leading cause of expense and dissipation.

25. Under all these early disadvantages, without rule or system to direct their studies, without any prescribed object of useful pursuit connected with future reward, emolument, or distinction; without any guide to regulate, or authority to controul their conduct, or to form, improve, or preserve their morals, it is highly creditable to the individual characters of the civil servants of the

East India Company, that so many instances have occurred, in various branches and departments of the civil service at all the presidencies, of persons who have discharged their public duties with considerable respect and honour.

26. It has been justly observed, that all the merits of the civil servants are to be ascribed to their own character, talents, and exertions, while their defects must be imputed to the constitution and practice of the service, which have not been accommodated to the progressive changes of our situation in India, and have not kept pace with the growth of this empire, or with the increasing extent and importance of the functions and duties of the civil servants.

27. The study and acquisition of the languages have however been extended in Bengal; and the general knowledge and qualifications of the civil servants have been improved: the proportion of the civil servants in Bengal, who have made a considerable progress towards the attainment of the qualifications requisite in their several stations, appears great, and even astonishing when viewed with regard to the early disadvantages, embarrassments, and defects of the civil service. But this proportion will appear very different when compared with the exigencies of the state, with the magnitude of these provinces, and with the total number of the civil servants, which must supply the succession to the great offices of the government. It must be admitted that the great body of the civil servants in Bengal is not at present sufficiently qualified to discharge the duties of the several arduous stations in the administration of this empire; and that it is peculiarly deficient in the judicial, fiscal, financial, and political branches of the government.

28. The state of the civil services of Madras and Bombay is still more defective than that of Bengal. Various causes have concurred to aggravate in an extreme degree, at both those presidencies, all the defects existing in the civil service of Bengal, while

many circumstances peculiar to those presidencies have favoured the growth of evils at present unknown in this. The condition of the Writers on their first arrival at either of the subordinate presidencies is still more destitute, and more exposed to hazard, than at Calcutta.

29. The study and acquisition of the languages, and of other necessary attainments, has not been extended in the civil service at Madras or Bombay to any considerable degree. To this remark eminent and meritorious individual exceptions exist in the civil service at both the subordinate presidencies; but those exceptions are not sufficiently numerous to constitute a general rule. But whatever may be the actual condition of the civil service in its superior classes at any of the presidencies, if the arduous duties of that service have been justly defined in the preceding pages, if the qualifications necessary for their discharge have been truly described, if the neglected and exposed condition of the early stages of the service has not been exaggerated, it must be admitted that those stages of the service require additional safeguards, and a more effectual protection. The extraordinary exertions of individual diligence, the partial success of singular talents, or of peculiar prudence and virtue, constitute no rational foundation of a public institution, which should rest on general and certain principles. If the actual state of the higher classes of the civil service were such as to justify a confidence in the general competency of the civil servants to meet the exigencies of their duties, the necessity of correcting the evil stated in the preceding pages would still remain, unless the facts alleged could be disproved. It would still be a duty incumbent on the government to remove any obstacles tending to embarrass or retard the progress of their servants in attaining the qualifications necessary for their respective stations. The government is not released from this duty by the extraordinary or even general exertions of these servants, to surmount the early

difficulties of the first stages of the service. If the good government of this empire be the primary duty of its sovereign, it must ever be a leading branch of that duty to facilitate to the public officers and ministers the means of qualifying themselves for their respective functions: the efficiency of the service cannot be wisely or conscientiously left to depend on the success of individual or accidental merit, struggling against the defects of established institutions, operating in a regular and uninterrupted course upon the various characters, talents and acquirements of individuals. The nature of our establishments should furnish fixed and systematic encouragement to animate, to facilitate, to reward the progress of industry and virtue; and fixed and systematic discipline to repress and correct the excesses of contrary dispositions.

30. From these remarks may be deduced the indispensable necessity of providing some speedy and effectual remedy for the improvement of the education of the young men destined to the civil service in India. The nature of that remedy will afford matter of serious discussion.

31. It may, however, be useful, previous to that discussion, to advert to a general topic of argument, which may possibly be adduced to disprove the necessity of any new institution for the improvement of the civil service of the East India Company. It may be contended, that this service, through a long period of years, and in the course various changes and chances, has always furnished men equal to the exigency of the occasion; that servants of the Company have never been wanting to conduct to a happy issue the numerous revolutions which have taken place in the affairs of the Company in India; and that these eminent personages have ultimately raised the British empire in India, on the most solid foundations of glory, wealth, and power. Why, therefore, should we apprehend that the source hitherto so fruitful, and furnishing so abundant a stream of virtue and talents, will fail in the present

age, and prove insufficient to the actual demands of our interests in this quarter of the globe? The answer to this topic of argument is obvious: Extraordinary combinations of human affairs, wars, revolutions, and all those unusual events which form the marked features and prominent characters of the history of mankind, naturally bring to light talents and exertions adapted to such emergencies.—That the civil or military service of the East India Company, has supplied persons calculated to meet all the wonderful revolutions of affairs in India, is a circumstance not to be attributed to the original or peculiar constitution of either service at any period of time; that constitution has undergone repeated alterations, at the suggestion, and under the direction of the great characters which it has produced; and it has still been found answerable to every new crisis of an extraordinary nature. But it must never be forgotten that the successive efforts of those eminent personages, and the final result of various revolutions and wars, have imposed upon the East India Company, the arduous and sacred trust of governing an extensive and populous empire. It is true that this empire must be maintained in some of its relations by the same spirit of enterprise and boldness which acquired it. But duty, policy, and honour require that it should not be administered as a temporary and precarious acquisition; as an empire conquered by prosperous adventure, and extended by fortunate accident, of which the tenure is as uncertain as the original conquest and successive extension were extraordinary; it must be considered as a sacred trust, and a permanent succession. In this view its internal government demands a constant, and steady, and regular supply of qualifications in no degree similar to those which distinguished the early periods of our establishment in India, and laid the foundations of our empire. The stability of that empire, whose magnitude is the accumulated result of former enterprise, activity, and resolution, must be secured by the durable principles of internal order;

by a pure, upright, and uniform administration of justice; by a prudent and temperate system of revenue; by the encouragement and protection of industry, agriculture, manufacture, and commerce; by a careful and judicious management of every branch of financial resource; and by the maintenance of a just, firm, and moderate policy towards the native powers of India. To maintain and support such a system in all its parts, we shall require a succession of able magistrates, wise and honest judges, and skilful statesmen, properly qualified to conduct the ordinary movements of the great machine of government.

32. The military establishments of this empire form no part of the subject of this present inquiry. It may be sufficient to observe in this place, that their extent, and the spirit in which they require to be governed, must correspond with the magnitude of the empire, and with the general character of our civil policy. In the civil service we must now seek, not the instruments by which kingdoms are overthrown, revolutions governed, or wars conducted, but an inexhaustible supply of useful knowledge, cultivated talents, and well ordered and disciplined morals; these are the necessary instruments of a wise and well regulated government: these are the genuine and unfailing means of cultivating and improving the arts of peace, of diffusing affluence and happiness, willing obedience and grateful attachment over every region and district of the vast empire, and of dispensing to every class and description of our subjects, the permanent benefits of secure property, protected life, undisturbed order, and inviolate religion. It is not the nature of these inestimable blessings to spring from a turbid source, or to flow in a contracted and irregular channel.

33. The early education of the civil servants of the East India Company is the source from which will ultimately be derived the happiness or misery of our native subjects; and the stability of our government will bear a due proportion to its wisdom, liberality, and justice.

III.

34. From the preceding discussion, it appears, that the actual state of the Company's civil service in India is far removed from perfection or efficiency, and that the cause of this defect is to be found principally, if not exclusively, in the defective education of the junior civil servants, and in the insufficient discipline of the early stages of the service. The facts which have been reviewed in the course of this discussion, furnish the main principles on which an improved system of education and discipline may be founded, with a view to secure the important ends of such an institution.

35. The defects of the present condition of the civil service may be comprised under the following heads :—

First, An erroneous system of education in Europe, confined to commercial and mercantile studies.

Secondly, The premature interruption of a course of study judiciously commenced in Europe.

Thirdly, The exposed and destitute condition of young men on their first arrival in India, and the want of a systematic guidance and established authority to regulate and controul their moral and religious conduct in the early stages of the service.

Fourthly, The want of similar system and authority to prescribe and enforce a regular course of study, under which the young men, upon their arrival in India, might be enabled to correct the errors, or to pursue and confirm the advantages of their European education, and to attain a knowledge of the languages, laws, usages and customs of India, together with such other branches of knowledge as are requisite to qualify them for their several stations.

Fifthly, The want of such regulations, as shall establish a necessary and inviolable connection between promotion in the civil service and the possession of those qualifications requisite for the due discharge of the several civil stations.

36. It is obvious that an education exclusively European or Indian, would not afford an adequate remedy for such of these defects as relate to the morals and studies of the East India Company's servants, and would not qualify them for the discharge of duties of a mixed and complicated nature, involving the combined principles of Asiatic and European policy and government. Their education must therefore be of a mixed nature, its foundation must be judiciously laid in England, and the superstructure systematically completed in India.

37. An important question may arise, with respect to the proportion of time to be employed in that part of the education of the junior civil servants, which should be appropriated to England, and accomplished previously to their departure for India. It may be contended, that many of the enumerated evils may be precluded, by not allowing the writers to proceed to India until they shall have attained a more advanced age than that at which they now usually embark, and by requiring them to undergo examinations in England, for the purpose of ascertaining their proficiency in the branches of knowledge necessary to the discharge of their duties in India.

38. To this arrangement, various objections of a private, but most important nature, will arise in the mind of every parent, who may have destined his children for India. To attain any considerable progress in the course of education and study described in this paper, must necessarily require the detention of the student in Europe to the age of twenty or twenty-two years; many parents could not defray the expense of such an education in England, even if the other means of prosecuting it now existed, or could hereafter be provided at any school or college at home.

39. Other objections of a private nature might be stated against this plan, but those which are founded on public considerations appear to be absolutely insurmountable. It is a fundamental

IMPERIAL

principle of policy in the British establishments in the East Indies, that the views of the servants of the Company should terminate in the prospect of returning to England, there to enjoy the emoluments arising from a due course of active and honourable service in India.

40. Were the civil servants, instead of leaving England at the age of sixteen or seventeen, to be detained until the age of twenty or twenty-two, a great proportion of them must abandon all hope of returning with a moderate competence to their native country.

41. Remaining in England to this advanced age, many would form habits and connexions at home not to be relinquished at that period of life without great reluctance, and few would accommodate themselves with readiness and facility, to the habits, regulations, and discipline of the service in India.

42. While these causes would render the civil servants untractable instruments in the hands of the government of India, the regular progress through the service would also be retarded: twenty-five years may be taken as the period within which a civil servant may regularly acquire, with proper habits of œconomy, an independent fortune in India. Upon this calculation, before the most successful could hope to be in a situation to return to England, they would have attained an age, when many of the powerful affections and inducements, which now attract the servants of the Company to return to their native country, would be greatly weakened, if not entirely extinguished.

43. At that age, many from necessity, and many probably from choice, would establish themselves permanently in India. It is unnecessary to detail the evil consequences which would result to the British interests in India, were such an habit to become general in the civil service.

44. Detention in England to the age of twenty or twenty-two years, would certainly afford the writers an opportunity of advancing

their knowledge in the necessary branches of European study: but within that period of time, even in those branches, it could scarcely be completed; especially in the important sciences of general ethics and jurisprudence, (for how few understandings are equal to such a course of study previously to the age of twenty!) and it would be entirely defective in the essential point of connecting the principles of those sciences with the laws of India, and with the manners and usages of its inhabitants. No establishment formed in England would give a correct* practical knowledge of the languages, laws, and customs of India, of the peculiar habits and genius of the people, of their mode of transacting business, and of the characteristic features of their vices or virtues. These most essential acquirements would therefore remain to be obtained after the arrival of the student in India, at an age when the study of languages is attended with additional difficulties, when any prescribed course of study, when any systematic discipline, or regular restraint, becomes irksome, if not intolerable. As the East India Company's servants would arrive in India at a period of life too far advanced to admit of subjection to any system of public discipline or controul, they must necessarily be left to the dictates of their own discretion, with regard to whatever part of their knowledge had been left incomplete in Europe.

45. The wants and expenses of individuals arriving in India at the age of twenty or twenty-two years, would greatly exceed the scale of the public allowances to the junior servants. At this age no restraint could be applied in India to their moral conduct, for the purpose of protecting them against the peculiar depravities incident to the climate, and to the character of the natives.

46. From the early age at which the writers are now usually sent to India, opportunity is afforded to the government, on the spot,

* Sir William Jones was not intelligible to the natives of India (when he arrived at Calcutta) in any of the Oriental languages.

of obtaining a knowledge of the characters of individuals, before they become eligible to stations of trust and importance. Of this advantage the government would be in a great degree deprived, if the the East India Company's servants were all detained in England until the age of twenty or twenty-two. This inconvenience would prove nearly an insurmountable impediment to the important and necessary rule of selecting for public office, those best qualified to discharge its duties with propriety and effect.

47. The junior civil servants must therefore continue to embark for India at the age of fifteen or sixteen, that they may be tractable instruments in the hands of the government of the country; that their morals and habits may be formed with proper safeguards against the peculiar nature of the views and characteristic dangers of Indian society; that they be enabled to pass through the service before the vigour of life has ceased, and to return with a competent fortune to Europe, while the affections and attachments which bind them to their native country continue to operate with full force; and lastly, that they may possess regular, reasonable, and certain means of attaining the peculiar qualifications necessary for their stations.

48. Under all these circumstances the most deliberate and assiduous examination of all the important questions considered in this paper, determined the Governor-general to found a collegiate institution at Fort William by the following regulations:—

I. Whereas it hath pleased Divine Providence to favour the councils and arms of Great Britain in India with a continued course of prosperity and glory; and whereas by the victorious issue of several successive wars, and by the happy result of a just, wise, and moderate system of policy, extensive territories in Hindoostan and in the Dekkan have been subjected to the dominion of Great Britain, and under the government of the Honourable the English East India Company, in process of time, a great and powerful

empire has been founded, comprehending many populous and opulent provinces, and various nations, differing in religious persuasions, in language, manners, and habits, and respectively accustomed to be governed according to peculiar usages, doctrines and laws; and whereas the sacred duty, true interest, honour and policy of the British nation require that effectual provision should be made at all times for the good government of the British empire in India, and for the prosperity and happiness of the people inhabiting the same; and many wise and salutary regulations have accordingly been enacted from time to time by the Governor-general in council, with the benevolent intent and purpose of administering to the said people their own laws, usages, and customs, in the mild and benignant spirit of the British constitution; and whereas it is indispensably necessary, with a view to secure the due execution and administration of the said wise, salutary, and benevolent regulations, in all time to come, as well as of such regulations and laws as may hereafter be enacted by the Governor-general in council, that the civil servants of the Honourable the English East India Company, exercising high and important functions, in the government of India, should be properly qualified to discharge the arduous duties of their respective offices and stations, should be sufficiently instructed in the general principles of literature and science, and should possess a competent knowledge, as well of the laws, government, and constitution of Great Britain, as of the several native languages of Hindoostan and the Dekkan, and of the laws, usages, and customs of the provinces which the said civil servants respectively may be appointed to govern; and whereas, the early interruption in Europe of the education and studies of the persons destined for the civil service of the Honourable the English East India Company, precludes them from acquiring, previously to their arrival in India, a sufficient foundation in the general principles of literature and science, or a competent knowledge of the laws,

government and constitutions of Great Britain, and many qualifications essential to the proper discharge of the arduous and important duties of the civil service in India, cannot be fully obtained otherwise than by a regular course of education and study in India, conducted under the superintendance, direction, and controul of the supreme authority of the government of these possessions: and whereas no public institution now exists in India under which the junior servants, appointed at an early period of life to the service of the Honourable the English East India Company, can attain the necessary means of qualifying themselves for the high and arduous trusts to which they are respectively destined; and no system of discipline or education has been established in India for the purpose of directing and regulating the studies of the said junior servants, or of guiding their conduct upon their first arrival in India, or of forming, improving, or preserving their morals, or of encouraging them to maintain the honour of the British name in India, by a regular and orderly course of industry, prudence, integrity and religion: the Most Noble Richard, Marquis Wellesley, Knight of the illustrious Order of Saint Patrick, &c. &c. Governor-general in council, deeming the establishment of such an institution, and system of discipline, education, and study, to be requisite for the good government and stability of the British empire in India, and for the maintenance of the interests and honour of the Honourable the East India Company, his Lordship in council hath therefore enacted as follows:

II. A college is hereby founded at Fort William in Bengal, for the better instruction of the junior civil servants of the Company, in such branches of literature, science, and knowledge as may be deemed necessary to qualify them for the discharge of the duties of the different offices constituted for the administration of the government of the British possessions in the East Indies.

III. A suitable building shall be erected for the college, containing

apartments for the superior officers, for the students, for a library, and for such other purposes as may be found necessary.

IV. The Governor-general shall be the patron and visitor of the college.

V. The members of the supreme council, and the judges of the Sudder Dewanny Adawlut, and of the Nizam Adawlut, shall be the governors of the college.

VI. The Governor-general in council shall be trustee for the management of the funds of the college; and shall regularly submit his proceedings in that capacity to the honourable the court of Directors.

VII. The comptrolling committee of treasury shall be treasurers of the college.

VIII. The accountant-general, and the civil auditor, shall be respectively accountant, and auditor of accounts of the college.

IX. The advocate-general, and the Honourable Company's standing council, shall be the law officers of the college.

X. The immediate government of the college shall be vested in a provost and vice-provost, and such other officers as the patron and visitor shall think proper to appoint, with such salaries as he shall deem expedient. The provost, vice-provost, and all other officers of the college, shall be removable at the discretion of the patron and visitor.

XI. The provost shall always be a clergyman of the church of England, as established by law.

XII. Every proceeding and act of the patron and visitor shall be submitted to the honourable the court of Directors, and shall be subjected to their pleasure.

XIII. The primary duties of the provost shall be to receive the junior civil servants on their first arrival at Fort William, to superintend and regulate their general morals and conduct; to assist them with his advice and admonition; and to instruct and confirm

them in the principles of the Christian religion, according to the doctrine, discipline, and rites of the church of England, as established by law.

XIV. The patron and visitor shall establish such professorships with such endowments as shall be thought proper.

XV. Professorships shall be established as soon as may be practicable, and regular courses of lectures commenced in the following branches of literature, science, and knowledge:

Arabic,
Persian,
Sanschrit,
Hindoostanee,
Bengal,
Telinga,
Mahratta,
Tamula,
Canara,
} languages.

Mahommedan law.

Hindoo law.

Ethics, civil jurisprudence, and the law of nations.

English law.

The regulations and laws enacted by the Governor-general in council, or by the governors in council at Fort St. George and Bombay respectively, for the civil government of the British territories in India.

Political economy, and particularly the commercial institutions and interests of the East India Company, geography, and mathematics.

Modern languages of Europe.

Greek, Latin, and English classics.

General history, ancient and modern.

The history and antiquities of Hindoostan, and the Dekkan.

Natural history.

Botany, chemistry, and astronomy.

XVI. The patron and visitor may authorise the same professor to read lectures in more than one of the enumerated branches of study, and may at any time unite or separate any of the said professorships, or may found additional professorships in such other branches of study as may appear necessary.

XVII. The provost and vice-provost, after having remained in the government of the college for the complete period of seven years, and any professor, after having read lectures in the college for the complete period of seven years, or of twenty-eight terms, and after having respectively received under the hand and seal of the patron and visitor, a testimonial of good conduct during that period of time, shall be entitled to an annual pension for life, to be paid either in Europe or in India, according to the option of the party. The pension shall in no case be less than one-third of the annual salary received by such provost or vice-provost respectively, during his continuance in the government of the college, or by any such professor during the period of his regular lectures. The pension may in any case be increased at the discretion of the patron or visitor.

XVIII. All the civil servants of the Company who may be hereafter appointed on the establishment of the presidency of Bengal, shall be attached to the college for the first three years after their arrival in Bengal; and during that period of time the prescribed studies in the college shall constitute their sole public duty.

XIX. All the civil servants now on the establishment of the presidency of Bengal, whose residence in Bengal shall not have exceeded the term of three years, shall be immediately attached to the college for the term of three years from the date of this regulation.

XX. Any of the junior civil servants of the Company in India,

whether belonging to the establishment of this presidency, or to that of Fort St. George, or of Bombay, may be admitted to the benefits of the institution, by order of the Governor-general in council, for such term, and under such regulations, as may be deemed advisable.

XXI. Any of the junior military servants of the Company in India, whether belonging to the establishment of this presidency, or to that of Fort St. George, or of Bombay, may be admitted to the benefits of the institution, by order of the Governor-general in council, for such term, and under such regulations, as may be deemed advisable.

XXII. In the college at Fort William, four terms shall be observed in each year; the duration of each term shall be two months. Four vacations shall also be established in each year; the duration of each vacation shall be one month.

XXIII. Two public examinations shall be holden annually, and prizes and honorary rewards shall be publicly distributed by the provost, in the presence of the patron and governors, to such students as shall appear to merit them.

XXIV. Degrees shall be established, and shall be rendered requisite qualifications for certain offices in the civil governments of Bengal, Fort St. George, and Bombay; and promotion in the civil service shall be the necessary result of merit publicly approved, according to the discipline and institutions of the college.

XXV. Statutes shall be framed by the provost of the college, under the superintendance of the governors of the college, respecting the internal regulation, discipline, and government of the college; but no statute shall be enforced until it shall have been sanctioned by the patron and visitor. The statutes so sanctioned shall be printed according to a form to be prescribed by the patron and visitor.

XXVI. The patron and visitor shall be empowered at all times,

of his sole and exclusive authority, to amend or abrogate any existing statute, or to enact any new statute, for the regulation, discipline, and government of the college.

XXVII. A regular statement of all salaries, appointments, or removals of the officers of the college, shall be submitted by the patron and visitor of the college, at the expiration of each term to the Governor-general in council, and by the Governor-general in council to the honourable the court of Directors; printed copies of all statutes enacted by the patron and visitor, shall also be submitted to the Governor-general in council, and to the honourable the court of Directors, at the same period of time, and in the same manner.

49. These regulations comprise all the fundamental principles of the institution. The detailed statutes for the internal discipline and good government of the college will be framed gradually as circumstances may require.

50. A common table and apartments are to be provided in the college, for all the civil servants who may be attached to the establishment.

51. The benefits of the establishment are extended to the junior civil servants of Fort St. George and Bombay, who will be directed to proceed to Fort William, as soon as the accommodations requisite for their reception shall have been provided.

52. This arrangement appeared in every respect preferable to the establishment of colleges, at both or either of those presidencies. Independant of the considerations of expense and other objections, and impediments to the foundation of such institutions at Fort St. George and Bombay, it is of essential importance that all the civil servants of the Company should be uniform, and should be conducted under the immediate superintendance of that authority which is primarily responsible for the government of the whole of the British possessions in India, and which must consequently

be most competent to judge of the nature and principles of the education which may be most expedient for the public interests. It may be expected that the operation of this part of the new institution will ultimately extinguish all local jealousies and prejudices among the several presidencies; the political, moral, and religious principles of all the British establishments in India, will then be derived directly from one common source; the civil service of Bengal is unquestionably farther advanced in every useful acquisition, and in every respect more regular and correct, than that of either of the subordinate presidencies; no more speedy or efficacious mode can be devised, of diffusing, throughout India, the laudable spirit of the service of Bengal, and of extending the benefit of improvements, which, under the new institution, may be expected to make a rapid progress at the seat of government, than by rendering Fort William the centre of the education and discipline of the junior civil servants in India.

53. Provision is made for admitting to the benefits of the institution, civil servants of a longer standing than three years, (on their making application for that purpose,) under such regulations as may be deemed advisable. The institution may prove highly beneficial to many servants of this description, as many of them will be received on the establishment, as its funds and other considerations may admit.

54. Provision is also made for extending the benefits of the institution, to as many of the junior military servants as it may be found practicable to admit from all the presidencies; essential benefits will result to the British armies in India, from the annual introduction of a number of young men well versed in the languages, with which every officer, but particularly those belonging to the native corps, ought to be acquainted: it is also of most essential importance to the army in India, that it should be composed

of officers attached by regular instruction, and disciplined habits, to the principles of morality, good order, and subordination.

55. Further regulations are in the contemplation of the Governor-general, for the education of the cadets destined for the army in India, which will be connected intimately with the present foundation.

56. It cannot be denied that during the convulsions with which the doctrines of the French revolution have agitated the continent of Europe, erroneous principles of the same dangerous tendency had reached the minds of some individuals in the civil and military service of the Company in India; and the state, as well of political, as religious opinions, had been in some degree unsettled: the progress of this mischief would at all times be aided by the defective and irregular education of the writers and cadets; an institution tending to fix and establish sound and correct principles of religion and government in their minds at an early period of life, is the best security that can be provided for the stability of the British power in India. The letter of the court of Directors, under date the 25th of May, 1798, has been constantly present to the Governor-general's mind; it is satisfactory to know, after the fullest consideration, that many apprehensions stated in that letter, appear to have been conceived with more force than is required by the actual state of any of the settlements in India.

57. But among other important advantages of the new institution, it will provide the most effectual and permanent remedy against the evils (as far as they existed) which it was the object of the orders of the honourable court, of the 25th of May, 1798, to correct.

58. The situation of the junior servants on their early arrival in India, has been fully described in that paper; under the new institution, they will be immediately received by the provost, a

clergyman of the church of England; they will be provided with apartments in the college, and with a common table; consequently they will be removed from the danger of profusion, extravagance, and excess. Every part of their private conduct, their expenses, their connexions, their manners and morals, will be subject to the notice of the provost, and principal officers of the college, and (through the collegiate authorities) to the government itself.

59. While attached to the institution, the junior servants will have the most ample means afforded them of completing the European branch of their education, or of correcting its defects; of acquiring whatever local knowledge may be necessary for that department of the service, in which (after mature reflection on their own inclinations and talents) they may determine to engage; of forming their manners, and of fixing their principles on the solid foundations of virtue and religion.

60. The acquirements, abilities, and moral character of every civil servant may be ascertained before he can be eligible to a public station; and every selection of persons, for high and important offices, may be made under a moral certainty that the public expectation cannot be disappointed.

61. The 24th clause of the regulation will afford the foundation of a law, which may at all times secure the civil service against the effects of the possible partiality or ignorance of any government.

62. It is intended that the allowance of every civil servant, of less than three years standing, being a student in the college, should be brought to one standard of 300 rupees per month, without any allowance for a moonshee.

63. As a table and apartments will be provided for the students, this allowance will place them in a better situation than any writer of the same standing now enjoys. With these advantages, under the controul of the official authorities of the college, and with the benefit of their advice and admonition, aided by statutes for the

prevention of extravagance and debt, it may be hoped, that many young men will adopt early habits of economy, and will lay the foundations of honest independence, at a much earlier period than is now practicable. This advantage will be considerable in every view, in none more than as it will tend to contract the period of each servant's residence in India, to give a nearer prospect of return to England, and to keep that desirable object more constantly in view.

64. The discipline of the college will be as moderate as can be consistent with the ends of the institution. It will impose no harsh or humiliating restraint, and will be formed on principles combining the discipline of the Universities in England with that of the Royal Military Academies of France and of other European monarchies.

65. It may be expected that the great majority of young men, on their arrival in India, will eagerly embrace the opportunities afforded to them by this institution, of laying the foundations of private character, of public reputation, and of early independence. It cannot be supposed, that many will be so insensible to their own honour and interests, and so destitute of every liberal feeling and sentiment, as not to prefer the proposed course of studies in the college, to the menial labour now imposed upon them, of transcribing papers in an office, where, in the nature of their duty, they are levelled with the native and Portugueze clerks, although infinitely inferior in its execution.

66. Those young men, who may not at the first view discover all the advantages to be derived from the institution, will soon improve by the example and communications of others; if any individual should continue insensible to the calls of public duty, and of private reputation, (and it is of importance that persons of this description should be known, before an opportunity has been afforded to them of injuring the public interests by their vices and defects,)

the public good will demand that they should be punished by neglect and exclusion from employment. Considering the liberal manner in which the servants of the Company are rewarded for their services, the public may justly insist on submission to whatever regulations may be prescribed by this institution.

67. The excitements to exertion being as powerful, as the consequences of contrary habits will be ruinous, instances of gross neglect or contumacy will rarely occur. In this respect the institution possesses peculiar advantages, and it will become a powerful instrument in the hands of the government in India, who will be enabled thereby to bring the general character of the servants of the Company to such a standard of perfection as the public interests require. To every other inducement, which any collegiate institution in the world can supply for the encouragement of diligence, will be added the immediate view of official promotion, increase of fortune, and distinction in the public service.

68. If it be asked, whether it is proper that the whole time of the junior servants, for the first three years of their residence in India, should be devoted to study in the college, and that the Company should lose the benefit of their services, during that period, while the junior servants receive a salary?

69. It may be inquired, on the other hand, what is now the occupation of the civil servants for the first three years after their arrival in India? What benefit the Company now derive from the services of the junior servants during that period? And what in general are now the characters and qualifications of those servants at the expiration of that period? In all these questions, sufficient answers have been given in the preceding pages. Further details respecting the nature of the institution, will be forwarded officially to the court of directors at an early period.

70. The reasons which induced the Governor-general to found the college, without any previous reference to England, were

these:—His conviction of the great immediate benefit to be derived from the early commencement even of the partial operation of the plan. His experience of the great advantages which had been already derived by many of the young men by their attendance on Mr. Gilchrist, in consequence of the first experiment made on a contracted scale, with a view to a more extended institution. His anxiety to impart to the very promising young men, arrived from Europe within these last three years, a share of the advantages described in this paper; and his solicitude to superintend the foundation of the institution, and to accelerate and witness its first effects.

71. This institution will be best appreciated by every affectionate parent in the hour of separation from his child, destined to the public service in India. Let any parent (especially if he has himself passed through the Company's service in India) declare whether the prospect of this institution has aggravated or mitigated the solicitude of that painful hour, whether it has raised additional doubts and fears, or inspired a more lively hope of the honourable and prosperous service, of the early and fortunate return of his child.

72. With regard to the funds for defraying the expense of the institution, the Governor-general does not intend, without the sanction of the honourable court of Directors, to subject the Company to any expense on account of the institution, beyond that which has already received their sanction independently of the institution.

73. The honourable Court have authorised this government to purchase the Writers buildings if they can be obtained on advantageous terms: these buildings cannot be obtained on such terms; nor can they be advantageously converted to the final purposes of the institution—a sum equal to the just value of the buildings, or to the rent now paid for them, will be applied towards the purchase

of a proper spot of ground, and to the buildings requisite for the college.

74. The ground proposed to be employed is situated in the Garden Reach, where three or four of the present gardens will be laid together, a new road formed, and a large space of ground cleared and drained. This arrangement will improve the general health of the neighbourhood of Calcutta, as well as afford ample room for every accommodation required for the use of the college, or for the health of the students.

75. The expenses of the institution will be provided for by a small contribution from all the civil servants in India, to be deducted from their salaries. This resource will probably be sufficient for all present purposes, with the addition of the fund now applied to the moonshee's allowance, and of the profits to be derived from a new arrangement of the government printing press.

76. The Governor-general has not deemed it proper, in the first instance, to subject the Company to any additional expense on account of the institution. The honourable the court of directors will, however, reflect, that this institution is calculated to extend the blessings of good government to the many millions of people whom Providence has subjected to our dominions; to perpetuate, the immense advantages now derived by the Company from their possessions in India, and to establish the British empire in India on the solid foundations of ability, integrity, virtue, and religion. The approved liberality of the honourable Court will, therefore, certainly be manifested towards this institution, to an extent commensurate to its importance. It would produce a most salutary impression on India, if the Court, immediately on receiving this regulation, were to order the Governor-general in-council to endow the college with an annual rent charge on the revenues of Bengal, and to issue a similar order to the Governor in council of Fort St. George, with respect to the revenue of Mysore, leaving the amount

of the endowment upon each fund to the Governor-general in council.

77. All those who feel any concern in the support of the British interests in India, and especially those whose fortunes have been acquired in the service of the Company, or whose connections may now or hereafter look to this service for advancement, will undoubtedly contribute to the support of the institution; under the auspices of the Court it is hoped, that a large sum might be raised by subscription in Europe. The Governor-general considered the college at Fort William to be the most becoming public monument which the East India Company could raise to commemorate the conquest of Mysore, he has accordingly dated the law for the foundation of the college on the 4th of May, 1800, the first anniversary of the reduction of Seringapatam.

78. The early attention of the Governor-general will be directed to the Mahommedan college founded at Calcutta, and to the Hindu college established at Benares. In the disorder which preceded the fall of the Mogul empire and the British conquests in India, all the public institutions calculated to promote education and good morals were neglected, and at length entirely discontinued. The institutions at Calcutta and Benares may be made the means of aiding the study of the laws and languages in the college at Fort William, as well as of correcting the defective moral principles too generally prevalent among the natives of India.

79. An establishment of moonshees and native teachers of the languages under the controul of the collegiate officers at Fort William, will be attached to the new college, and the young men will be supplied from this establishment, instead of being left (as at present) to exercise their own discretion, in hiring such moonshees as they can find at Calcutta or in the provinces.

80. The arrangement respecting the native colleges, while they

to form a more just estimate of the mild and benevolent spirit of the British government.

81. In selecting the Garden Reach for the site of the buildings for the new college, two objects were in the contemplation of the Governor-general:

First, that the ordinary residence of the students should be so near that of the Governor-general, as that he may have the constant means of superintending the whole system and discipline of the institution. The distance of fifteen or sixteen miles, in this climate, would often embarrass the communication.

Secondly, That the college should be removed some distance from the town of Calcutta. The principle of this object is sufficiently intelligible without further explanation: it is, however, desirable that the college should not be so remote from Calcutta as to preclude the young men from all intercourse with the society of that city: advantages may be derived from a regulated intercourse with the higher classes of that society; the Garden Reach combines these advantages with many others, of space and accommodation. The situation of the Writers buildings is objectionable, on account of their being placed in the centre of the town; nor could it have been practicable in that situation (even if the Writers buildings could have been purchased on reasonable terms) to have obtained an area of ground sufficiently spacious for the new building.

82. As it will require a considerable time before the new building in Garden Reach can be completed, it is intended in the mean while to continue to occupy the Writers buildings, and to hire such additional buildings in the neighbourhood as may be required for the temporary accommodation of the students and officers of the college, for the library, the dining-hall, the lecture-rooms, and other purposes; it will be necessary to make some considerable purchases of books for the foundation of the library; the Governor-general will effect whatever purchases can be made with

economy and advantage in India; lists of books will be transmitted to England by an early opportunity, with a view to such purchases as it may be necessary to make in Europe: and the Governor-general entertains no doubt that the court of Directors will contribute liberally towards such purchases. That part of the library of thé late Tippoo Sultaun, which was presented by the army to the court of Directors, is lately arrived in Bengal; the Governor-general strongly recommends, that the Oriental manuscripts composing this collection, should be deposited in the library of the college at Fort William, and it is his intention to retain the manuscripts accordingly, until he shall receive the orders of the Court upon the subject: he will transmit lists of the collection by the first opportunity.

83. It is obvious that these manuscripts may be rendered highly useful to the purposes of the new institution, and that much more public advantage can be derived from them in the library of the college at Fort William, than can possibly be expected from depositing them in London.

84. Such of the manuscripts as may appear merely valuable as curiosities, may be transmitted to England by an early opportunity.

85. It is the intention of the Governor-general that the first term of the college should be opened in the course of the month of November, and the lectures in several of the languages may, it is hoped, be commenced in the course of the ensuing winter.

86. With the aid of such temporary arrangements as may be immediately made, it is expected that many other branches of the institution may be brought into immediate operation, particularly those which relate to the expenses, morals, and general studies of the young men. Fortunately for the objects of the institution, the Governor-general has found at Calcutta, two clergymen of the Church of England, eminently qualified to discharge the duties of provost and vice-provost. To the former office he has appointed

Mr. Brown, the Company's first chaplain, and to the latter Mr. Buchanan. Mr. Brown's character must be well known in England, and particularly so to some members of the court of Directors; it is in every respect such as to satisfy the Governor-general, that his views, in this nomination, will not be disappointed. He has also formed the highest expectations from the abilities, learning, temper, and morals of Mr. Buchanan, whose character is also well known in England, and particularly to Dr. Porteus, Bishop of London, and to Dr. Milner, master of Queen's college, in the university of Cambridge. With respect to the professorships, those which relate to the languages will be best filled in India, and the Governor-general entertains little doubt that he shall soon be able to fill them permanently in an efficient manner; in the mean while, the most laudable zeal has been manifested by such persons in the civil and military service as are competent to assist the Governor-general in making a temporary provision for the discharge of the duties of these professorships. The persons properly qualified to fill certain of the other professorships must be sought in Europe. The institution will be so framed as to offer strong inducements to such persons, and the Governor-general will endeavour at the earliest period to secure the assistance of talents, learning and morals from Europe, adapted to the great purposes of this institution. It may be useful to observe, in this place, that the professors and native moonshees, or teachers, will be prohibited from instrucing any other persons than the students of the college; the object of this regulation is to prevent European parents, resident in India, from attempting to commence or complete, by means of the new institution, the regular education of their children in India: it is an obviously necessary principle of policy to encourage the present practice of sending children born in India, of European parents, at an early age, to Europe for education.

87. The Governor-general means to recommend, that the court

of Directors should hereafter nominate all persons destined for the civil service at any of the presidencies in India, to be students at the college at Fort William: to each studentship (as has been already observed) will be annexed a monthly salary of 300 rupees, together with apartments, and a common table. It will be for the Honourable Court to decide whether the ultimate destination of the student to the civil establishment of Bengal, Fort St. George, or Bombay, shall be specified in the original appointment to the studentship at the college at Fort William. It would certainly be more advantageous to the public service, that no such appointments should be made in England, and that the ultimate destination of each student should be determined in India, under the authority of government, on the spot, according to the inclinations and acquirements of the students respectively. The improved state of the civil service at Fort St. George, and the indispensable necessity for introducing the same improvements into the service at Bombay, will speedily, under the civil service, at each of those presidencies, be no less advantageous and respectable than that of Bengal.

88. The Governor-general highly applauds the wisdom of the late order of the Court, regulating the rank of the cadets for the artillery, according to the period of time when they may be respectively reported to be qualified for commissions, under the institution of the academy at Woolwich. It would be a most beneficial regulation to declare, that the rank of all students appointed to the college at Fort William, in the same season, should be regulated according to their respective progress in the prescribed studies of the college, and to the public testimonials of their respective merit, established according to the discipline and institution of the college.

89. If the court of Directors should approve the principles and objects of this institution, and should accordingly order the Governor-general to endow it with a rent charge upon the land revenue

of Bengal and Mysore, it would be a gracious act to relieve the civil service from the tax which the Governor-general intends to impose on the public salaries for the support of the college. The tax will indeed be very light, but the court of Directors may probably be of opinion, that such an institution as the present ought to be supported rather by the munificence of the Sovereign of the country, than by any diminution, however small, of the established allowances of the public officers.

Fort William, 18th Aug. 1800.

No. II.

THE STATUTES OF THE COLLEGE OF FORT WILLIAM IN BENGAL.

THE GOVERNOR GENERAL.

THE Patron and Visitor of the College of Fort William in Bengal, hereby enacts the following statutes for the regulation, government, and discipline of the said College, and directs the Provost of the said College to promulgate the said statutes, and to carry them into effect from the date hereof.

WELLESLEY.

Fort William, 10th *April*, 1801.

The Provost of the College of Fort William hereby promulgates the following statutes in obedience to the directions of the Patron and Visitor.

DAVID BROWN.

CHAPTER FIRST

OF

THE STATUTES OF THE COLLEGE OF FORT WILLIAM IN BENGAL.

I.

ADMISSION OF STUDENTS.

EVERY student, previously to his admission, shall subscribe the following declaration; viz.

" I A. B. do hereby solemnly and faithfully promise and " declare, that I will submit to the statutes and rules of the " College, of which I am about to be admitted a member; that " I will ever maintain its honour, interests, and privileges; and " that I will be obedient to the Provost, to the Vice-provost, " and to all the superior officers of the College, in all lawful " commands."

" A. B."

Which subscription being made, his admission shall be recorded in the College register; in which also shall be inserted

his age, rank, degree in any university, his native country and district, the time of his appointment to the service, and of his arrival in India; together with his destination to the establishments of Bengal, Fort St. George, or Bombay.

II.

ADMISSION OF THE SUPERIOR OFFICERS AND PROFESSORS.

INASMUCH as the College of Fort William is founded on the principles of the Christian religion, and is intended not only to promote the knowledge of Oriental literature, to instruct the students in the duties of the several stations to which they may be destined in the government of the British empire in India, and to strengthen and confirm, within these possessions, the attachment of the civil servants of the East India Company to the wise laws and happy constitution of Great Britain; but also to maintain and uphold the Christian religion in this quarter of the globe; it is declared, that no person shall hold any superior office in this institution, or be admitted as professor, or lecturer, in the same, until he shall have taken the oath of allegiance to the King's Majesty, and shall have subscribed the following declarations, viz.

" I A. B. do solemnly and faithfully promise and declare,
" that I will not teach or maintain publicly or privately any
" doctrines or opinions contrary to the Christian religion, or to
" the doctrine and discipline of the church of England, as by
" law established."

" I A. B. do solemnly and faithfully promise and declare,
" that I will not teach or maintain publicly or privately any
" doctrines or opinions contrary to the lawful constitution of
" Great Britain, either in church or state, or contrary to the
" duty which I owe, as a faithful and loyal subject, to the
" royal person, family and government of his Majesty."

" I A. B. do solemnly and faithfully promise and declare,
" that I will obey the statutes and rules of the College, of which
" I am about to be admitted a member, and that I will endea-
" vour, by precept and example, to maintain and promote
" order, discipline, and good morals in the same."

" A. B."

III.

OF TERMS.

Four terms shall be holden within each year.

The first term shall commence on the sixth day of February, and end on the last day of March.

The second term shall commence on the fourth day of May, and end on the last day of June.

The third term shall commence on the first day of August, and end on the last day of September.

The fourth term shall commence on the first day of November, and end on the last day of December.

IV.

OF LECTURES AND EXERCISES.

DURING each term, the professors, lecturers, and teachers, shall instruct the students in the manner to be prescribed by the council of the College.

Every student shall attend at least one class of study in the Oriental languages during each term.

Into whatever class or classes a student shall enter, he shall continue in the same, attending to the prescribed studies, until the expiration of the term.

Permission to attend the different lectures shall be granted by the Provost.

The council of the College shall prescribe the public exercises to be performed by the students during each term.

V.

OF EXAMINATIONS.

Two public examinations shall be holden annually.

The first examination shall be holden at the close of the second term.

The second examination shall be holden at the close of the fourth term.

At each of these examinations each student shall be publicly examined in one or more of the Oriental languages; and shall be classed according to his respective proficiency.

The comparative proficiency of the students shall be determined in all possible cases, by exercises in writing, and by written answers to questions proposed in writing by the examiners.

The professor of the language or science in which the students shall be examined, shall attend the examination, and shall afford such assistance in the conduct of it, as may be required by the examiners; but he shall not have a vote in determining the respective proficiency of the students, or in adjudging the prizes or honorary rewards.

In order to encourage and to ascertain the proficiency of the students in general learning, and in languages not the immediate objects of this institution, any student, at the prescribed examinations, may be examined in any branch of useful knowledge, science or literature.

The prizes and honorary rewards of each year shall be announced on the fourth day of May; they shall be awarded by the examiners at the second examination in each year, and shall be publicly distributed on the sixth day of February following, to such students as shall have obtained from the examiners certificates of peculiar merit.

The committees of examination in the different branches of study shall be appointed by the council of the college.

The examiners shall subscribe the following declaration, viz.

" I A. B. do solemnly and faithfully promise and declare, " that I will give an impartial judgment of the comparative " merits of the students now to be examined."

" A. B."

VI.

OF PUBLIC DISPUTATIONS AND DECLAMATIONS IN THE ORIENTAL LANGUAGES.

WHEREAS it is necessary, that the students destined to exercise high and important functions in India, should be able to speak the Oriental languages with fluency and propriety; it is therefore declared, that public disputations and declamations shall be holden in the Oriental languages, at stated times, to be prescribed by the council of the college.

VII.

OF EXERCISES IN ENGLISH COMPOSITION.

EACH student shall compose one essay or declamation in the English language, during the course of each term.

The subject of these essays or declamations shall be proposed by the council of the college; and such compositions as may appear to merit distinction shall be read in public.

VIII.

OF CERTIFICATES AND DEGREES.

No student shall be considered to have finished his course of study in the College of Fort William until he shall have completed twelve terms, or three years, in the manner required by the statutes; at the expiration of which period of time, every student shall receive from the council of the college, a certificate, specifying the proficiency which he may have made in the prescribed studies of the college; and also the tenor of his general conduct during the period of his residence at the college.

Attested copies of all such certificates shall be submitted to the Visitor, who will enter the same on the public records of the government.

A degree of honour shall be conferred by the Visitor on such persons as shall be distinguished for peculiar excellence in the knowledge of any of the Oriental languages, of the Mahomedan or Hindu codes of law, or of Oriental literature.

This degree shall not be conferred on any student who shall not have received a certificate from the council of the college in the manner prescribed by this statute.

IX.

JURISDICTION OF THE PROVOST.

THE professors, officers, students, teachers, and servants of the college shall be under the immediate jurisdiction of the Provost.

Divine service shall be performed in the college chapel at such times as the Provost shall appoint, at which all the students shall attend.

It shall be the peculiar province and sacred duty of the Provost governing the College at Fort William, to guard the moral and religious interests and character of the institution; and vigilantly to superintend the conduct and principles of all its members. This trust he shall especially discharge by admonishing such professors or officers of the college, as shall neglect their duty, or shall fail to afford a proper example, for the imitation of the students. And if his admonition shall prove ineffectual, he shall report the circumstances of the case to the Visitor.

Students, who shall be guilty of indecorus conduct, or who shall neglect or wilfully disobey the statutes or rules of the

college, shall be admonished by the Provost privately, or by the council of the college, according to the nature and circumstances of the case.

When the gravity of the offence shall require such a proceeding, the name of any student offending against the statutes or rules of the college, or against the principles of order, morality, or religion, shall be reported by the council of the college to the Visitor.

X.

OF THE COUNCIL OF THE COLLEGE.

The council of the college shall consist of five members; of which the Provost and Vice provost for the time being, shall be two. The three remaining members shall be appointed by the Visitor.

Any four or three members shall constitute a council, provided the Provost or Vice provost be actually present; no council shall be holden otherwise than in the presence of the Provost or Vice provost.

The council of the college shall have power to propose to the Visitor the enactment of any new statute, or the amendment or abrogation of any existing statute for the government of the college.

The council of the college shall have power to enact rules and private regulations for the internal government and discipline of the college. All such rules shall be submitted to the inspection of the Visitor from time to time, and shall be revocable by his authority alone.

The council of the college shall meet once in every month at least, on a day to be appointed by the Provost.

The council of the college shall investigate the general state of the institution, all disbursements and charges, and the establishments of the professors, lecturers, moonshies, molvies, and pundits; and shall propose to the Visitor such alterations in the same as circumstances may appear to require.

All questions in the council of the college shall be determined by the majority of voices.

In any case in which the voices shall be equally divided, the Provost, or in his absence, the Vice provost, shall have the casting voice.

All proceedings of the council of the college shall be regularly submitted to the Visitor.

XI.

OF APARTMENTS AND OF THE PUBLIC TABLE.

THE students of the College of Fort William shall be provided with apartments at the expense of the college.

A public table for the students shall also be maintained at the expense of the college.

No student shall absent himself from the public table in the college hall oftener than twice in a week, during term.

XII.

OF DEBTS.

WHEREAS every student attached to the College of Fort William will receive the monthly allowance of three hundred sicca rupees, and will also be provided with apartments and with a common table at the expense of the college; It is declared, that if any student shall contract debt during the period of his residence at the college (to be computed from the time of his

admission to the time of the last examination,) he shall not receive from the council of the college the certificate prescribed by Statute VIII. Chapter I. until he shall have delivered to the council of the college, a satisfactory statement of the amount of such debt; which statement shall be annexed to the said certificate.

(Signed)

WELLESLEY.

By command of the Patron
and Visitor,

DAVID BROWN.

No. III.

ACCOUNT OF THE FIRST DISPUTATIONS IN THE ORIENTAL LANGUAGES, HOLDEN THE 6TH FEBRUARY, 1802; WITH THE SPEECH DELIVERED BY SIR GEORGE BARLOW, AS ACTING VISITOR ON THAT OCCASION.

COLLEGE OF FORT WILLIAM, FEBRUARY 11, 1802.

On Saturday last, the sixth of February, being the anniversary of the commencement of the first term of the college of Fort William, and the day appointed for the public disputations in the Oriental languages, and for the distribution of the prizes and honorary rewards adjudged at the late public examinations; the honourable the acting Visitor, accompanied by the members of the supreme council, and by the Governors of the college, proceeded to the college.

The honourable the acting Visitor was met at the entrance of the college, by the Provost, Vice provost, professors, and officers of the college, who attended him to the public examination room, where the students were assembled.

The disputations immediately commenced in the following order:

DISPUTATION IN THE PERSIAN LANGUAGE.

Position. "An academical institution in India is advan-
"tageous to the natives, and to the British nation."

Defended by Mr. J. H. Lovett.
Chief opponent, Mr. C. Lloyd.
Second opponent, Mr. G. D. Guthrie.
Moderator, Lieut. John Baillie, Professor.

DISPUTATION IN THE BENGALEE LANGUAGE.

Position. "The Asiatics are capable of as high a degree of
"civilization as the Europeans."

Defended by Mr. W. B. Martin.
Chief opponent, Mr. W. B. Bayley.
Second opponent, Mr. H. Hodgson.
Moderator, W. C. Blaquiere, Esq.

DISPUTATION IN THE HINDOOSTANEE LANGUAGE.

Position. "The Hindoostanee language is the most gene-
"rally useful in India."

Defended by Mr. W. B. Bayley.
Chief opponent, Mr. J. H. Lovett.
Second opponent, Mr. C. Lloyd.
Moderator, John Gilchrist, Esq. Professor.

When the disputations were ended, the following prizes and honorary rewards, adjudged at the second examination of 1801, were distributed by the Provost, in the presence of the acting Visitor.

PERSIAN LANGUAGE.

		RS.
Mr. J. H. Lovett,	Medal, and	1500.
Mr. R. Jenkins,	Medal, and	1000.
Mr. C. Lloyd,		500.

HINDOOSTANEE LANGUAGE.

Mr. W. B. Bayley,	Medal, and	1500.
Mr. J. H. Lovett,	Medal, and	1000.
Mr. C. Lloyd,		500.

ARABIC LANGUAGE.

Mr. J. H. Lovett,	Medal, and	1500.

BENGALEE LANGUAGE.

Mr. W. B. Bayley,	Medal, and	1500.
Mr. W. B. Martin,	Medal, and	1000.

PERSIAN WRITING.

Mr. H. Dumbleton,	Medal, and	1000.

NAGREE WRITING.

		RS.
Mr. W. Morton,	Medal, and	1000

BENGALEE WRITING.

Mr. H. Hodgson,	Medal, and	1000

ENGLISH ESSAYS.

SECOND TERM.

Mr. W. B. Martin,	Medal, and	1000

THIRD TERM.

Mr. T. Hamilton,	Medal, and	1000

FOURTH TERM.

Mr. E. Wood,	Medal, and	1000

After the distribution of the prizes and honorary rewards, the honourable the acting Visitor addressed the students to the following effect:

GENTLEMEN,

THE public service having demanded the presence of the most noble the Patron and Founder of the College of Fort William,

in a distant quarter of the British empire in India, he has been pleased to render it my duty to witness this first distribution of the prizes and honorary rewards, which have been adjudged under the statutes of the institution.

The satisfaction which I have derived from the discharge of this honourable duty, has been greatly heightened by the additional proof of the beneficial effects resulting from this institution, afforded by the public exercises of this day.

Those who are yet but imperfectly acquainted with the nature and objects of this institution, will learn with equal surprise and satisfaction, that students recently arrived in India, have this day ably maintained a public disputation in the Oriental languages.

The establishment of the College of Fort William has already excited a general attention to Oriental languages, literature, and knowledge, which promises to be productive of the most salutary effects in the administration of every branch of the affairs of the Honourable Company in India.

The numerous and important benefits to be derived from this institution, cannot however be justly estimated from the experience of the short period of one year which has elapsed since it commenced its operation. But if succeeding years shall exhibit advantages proportionate to those which have been already manifested, this institution will realize the most

sanguine expectations which have been entertained of its success.

I am happy to avail myself of this occasion to express my satisfaction at the uniform zeal and attention which have been manifested by all the officers and professors of the college in the discharge of their public duties. I also experience great pleasure in expressing my thanks to those gentlemen who have conducted the public examinations, and who, by affording the aid of their talents and knowledge, have rendered an essential service to the institution.

Of the students now entering on their course of public service, as well as of those who continue attached to the college, I am happy to observe, that there are many who have not only distinguished themselves by their proficiency in the Oriental languages and literature, but whose uniform observance of the statutes and rules of the institution, and whose general correctness of conduct, have afforded an honourable and useful example to their fellow-students. I am persuaded that those deserving characters will reflect further credit on the institution; and that they will continue to exert their endeavours for the attainment of a higher degree of perfection in the different branches of knowledge of which they have so happily laid the foundations.

I entertain a confident hope, that all the students, who remain attached to the college, will emulate the laudable example

furnished by the meritorious characters whom I have described. The institution now affords to those students the means of qualifying themselves for the important offices which they are destined to exercise under the British government in India. By diligently availing themselves of those means, they will proportionally advance their personal interests and reputation; and they will also enjoy the grateful and animating prospect of becoming eminently useful to their country; by rendering it essential assistance in realizing the important advantages to be derived from the extensive and valuable dominions which it has acquired in India; and by aiding it in fulfilling the high moral obligations attendant on the possession of its Indian empire, on the discharge of which the prosperity and permanency of that empire equally depend.

No. IV.

Letter from His Excellency Marquis Wellesley, to the Chairman of the Court of Directors; in Consequence of their having ordered the College to be abolished.

Dated the 5th August, 1802.

TO THE CHAIRMAN.

SIR,

1. On the 15th of June the Governor-general in council received with the deepest regret and concern the commands of the court of Directors for the immediate abolition of the institution established at Fort William on the 4th of May, 1800, under the name of the College at Fort William.

2. Although neither the present time nor the nature of this conveyance admits of an official reply from the Governor-general in council to the letter of the honourable Court, I am anxious to avail myself of the earliest opportunity of submitting to the Court a general view of the principles by which my conduct has been regulated, and of the measures which I have pursued on this most painful and afflicting occasion.

3. For the purpose of explaining my proceedings in the most

distinct manner, it is necessary to advert to the impressions under which the letter of the honourable Court appears to have been written, to the supposed facts therein stated, to the inferences therein drawn from that statement, to the sentiments expressed by the honourable Court with regard to the principles and objects of the institution of the college, and to the nature and necessary operation of the orders for its immediate abolition.

4. The letter of the Court appears to have been written under an apprehension of the existence of a considerable embarrassment in the situation of the Company's financial affairs in India; and the primary grounds of the commands of the honourable Court are stated to be the unexampled amount of the debt, the unparalleled scarcity of money in India, the consequent depression of public credit, and the reduction or total suspension of the commercial investment.

5. The statements of account furnished by this dispatch and the general tenor of the official advices from this presidency for the last nine months will satisfy the honourable Court,

That the augmentation of the resources of the Company in India has at least kept pace with the growth of the debt;

That the surplus revenue of India applicable to investment in the current year amounts to nearly one million sterling, a sum greatly exceeding the amount of surplus revenue applicable to the same purpose in the year 1798-9;

That no such scarcity of money now exists in India as to depress public credit;

That public credit is now in a state much more favourable than that which existed in 1798-9, or in any year since that time, and that the general condition of affairs justifies a confident expectation of a progressive improvement in the state of public credit;

That the investment of Bengal for the current year is allotted on the high scale of a full investment or ninety lacs of sicca rupees.

That the investment of Madras for the same season is allotted on the high scale of sixteen and a half lacs of pagodas;

That the investment of Bombay for the same season is allotted on the scale ordered by the honourable Court of fifteen lacs of rupees.

That no apprehension exists of any probable necessity for reducing the scale of the investments in the ensuing season, and that every circumstance in our situation warrants the assurance, that the investments at all the presidencies will be continued during the continuance of peace on the scale of the current year;

That from the combined result of reduction of charges (principally military) and of augmentation of resources, the financial affairs of the honourable Company in India are actually relieved from embarrassment, and that the state of political security established in India, and the prospect of a progressive augmentation in our resources, and of a further gradual reduction of our military charges afford a rational certainty that the finances of the Company in India will continue to improve, and that public credit will speedily attain the utmost degree of prosperity under circumstances which will ensure its stability.

6. The letter of the Court, paragraph 1st, states, that the institution of the college must involve the Company in an expense of considerable and unknown amount, and that this expense might be applied to purposes more beneficial for the Company's interests.

7. The magnitude of the expense of this institution cannot be justly estimated otherwise than by examining its purposes, objects, and actual or probable effect, and by comparing the pressure of that expense on the finances of the Company in India, with the proportionate benefit to be derived from the operation of the institution on the whole frame of the government of this empire.

8. If the extent of this benefit should prove answerable to the purposes and intentions of the institution, it might be difficult to fix the precise amount of the price at which it would be consistent

with the Company's interests to purchase such a benefit; and it appears still more difficult to conceive any purposes to which money could be applied with more benefit to the Company's interests in India.

9. Prudence would forbid your government in India to incur any expense of considerable and unknown amount in any branch of the Company's affairs; nor can I imagine any principle of calculation by which a probable estimate can be formed of the advantage to be derived to the Company's interests by applying a sum of considerable and unknown amount to any purpose in India.

10. The beneficial application of any sum of money must be estimated by a comparison between the known amount of the sum to be expended, and the certain or probable benefit to be attained by such expenditure.

11. But the sum of money applied to defray the charges of this institution is neither indefinite nor unknown, nor considerable with relation to the magnitude and importance of its objects and actual effect, nor applicable with equal prospects of success to any purposes more beneficial to the interests of the Company.

12. The expense of the institution in its commencement was necessarily more considerable, than it would have proved hereafter, when the whole system and discipline of the college should have been reduced to regular order. The estimate for 1802-3 is four lacs of rupees, and it is not probable that this sum would have been exceeded, as the current charges of the college are now fully ascertained, and the mode of managing the institution in all its branches is now thoroughly understood.

13. In the time which has elapsed since the institution of the college, many expenses have been incurred which will not again be requisite; the total expense incurred on account of the college in the first year of its institution ending on the 31st October, 1801, amounted to the sum of about six lacks and thirty thousand rupees,

after deducting all disposable articles of stock on hand, the value of which amounted on 31st October, 1801, to about two lacks and seventy thousand rupees.

14. I have stated that the future current annual charges of the college are estimated at four lacks of rupees. From this sum, however, some deductions are to be made on account of certain expenses which existed previously to the institution of the college, and which must equally have been incurred if the college had not been established. These articles are principally the former allowance for moonshees, and the rent of the Writers buildings. The aggregate amount of these deductions would be about 70,000 rupees, leaving the total additional annual expense to the Company on account of the current charges of the college, at the sum of three lacks and thirty thousand rupees.

15. As all the students receive an equal allowance of three hundred rupees per mensum, the expense of the increased allowance to the Writers attached to the college from the establishments of Fort St. George and Bombay, would be nearly balanced by the reduction of the allowances of such Writers of Bengal attached to the college as have completed a residence of two years in the service in India.

16. The expense of conveying the Writers from the subordinate presidencies to Bengal, would cease, if the Court should agree to my proposition for sending, in the first instance, directly from Europe, to the college of Fort William, all the Writers destined for the service of the Company in India.

17. But the Governor-general in council has already apprized the Court in his letter of 30th July, 1801, that he has actually provided for the current expense of the college by new resources, on which he has expressly charged that expense. Those resources are, the town duties and government customs revived by regulations 5, 10, and 11, of 1801. The revived duties already produce an annual

sum far exceeding the current expenses of the college. The produce of these new duties has been in 1801-2 twelve lacks and seventy thousand rupees, and is estimated for the current year at fourteen lacks. The mode of collecting the duties having been found imperfect and in some respects inconvenient under the regulations 5, 10, and 11 of 1801, a new regulation was passed for the further improvement of the collection of those duties on the 8th of July, 1802, under which the produce of the duties will probably be encreased, while every existing inconvenience and imperfection in the mode of collection will be removed. The current expense of the college therefore now constitutes no additional charge on the Company's revenues in Bengal as they existed previously to the foundation of this institution; since a new resource has already been found which actually produces a sum exceeding the amount of that expense.

18. But if this resource should fail, or if the Governor-general in council should hereafter deem it expedient to repeal or modify these duties, the promising condition of your finances in India leaves no doubt on my mind that ample means would be found, independently of the produce of the town duties and government customs, to defray the current expenses of the college without injury to any other branch of the public service.

19. The commercial investment is estimated in this year and in the next at the highest standard; and notwithstanding those ample allotments for commercial purposes, provision has been secured for defraying the current charges of the college. Neither the continuance nor the immediate abolition of the college would affect the investment in any degree, since the investment could not conveniently be augmented beyond its actual scale, even if the abolition of the college had already been accomplished; nor would that scale be reduced although the college should be continued. The question therefore on this part of the subject is narrowed to the limited

consideration, whether it be more beneficial to the Company's affairs to continue the annual application of a sum of three lacks and thirty thousand rupees (arising from a new fund, specially charged with this sum, and producing a considerable surplus) to the maintenance of the college, or to add this sum to the general surplus in the treasury, or to the sinking fund, even if it should be contended that this sum might be conveniently applied to the increase of the investment; it would remain to be proved, that the effect of three lacks and thirty thousand rupees added to the commercial investment of Bengal, (already raised to ninety lacks,) would be more beneficial to the interests of the Company, and of the nation in India, than the operation of the same sum of money applied to defray the current charges of the College of Fort William.

20. The decision of this question will be easily determined by the examination of some particular facts and general principles of government to which I shall refer at the close of this letter.

21. With respect to any further expense to be incurred on account of the college, it must arise from some of these articles.

1st, The augmentation of the number of professorships.

2d, The future pensions of the professors and officers of the college.

3d, A building on a permanent plan.

22. The list of the actual number of professorships; and the statutes will shew that it is my intention to render the study of Oriental literature and law the principal object of the college. Few additional professorships or teacherships therefore would have been necessary beyond the number actually filled. The principal would have been

1. Mahratta language.
2. Ethics and civil jurisprudence, which might have been united with the English law.

3. The history and antiquities of India, which might perphaps have been united with the preceding branch of instruction.
4. Natural history.
5. Astronomy. These branches, 4th and 5th, might have been united.

23. The institution of any of these professorships, with the exception of the 1st and second, might have been subject to future consideration. These arrangements therefore would have occasioned no variation of importance in the current charges of the college, and certainly would not have involved an indefinite expense.

24. The probable amount of the future pension list to the professors and officers of the college would have afforded no ground of alarm to the Court, if the Court had considered the age and probable habits and dispositions of those persons from whom the greater proportion of the professors and officers of the college must be selected; and it would not be difficult, on correct practical principles, to form a sufficiently accurate estimate of the future amount of this pension list.

25. This part however of the regulation might be modified in its operation, in such a manner as should secure the Company against any considerable burthen on this account.

26. With respect to any building to be erected for the use of the college, the question is, and ever has been, entirely open to the decision of the Court; for although ground has been purchased and allotted for the purpose of a building, no building has been commenced, nor would any have been commenced without the authority of the Court. The expense of clearing and draining the ground, and of making roads in its vicinity, has not been great, and has been already defrayed; and the charge of preserving the ground in its improved state is inconsiderable. The ground now retained can at any time be sold again without hazard of loss:

many of the most beneficial purposes of the College have certainly been attained, and may probably be secured by the temporary continuance of the present system of the establishment in the town of Calcutta. I am however decidedly of opinion, that it would be highly advantageous to the efficacy and stability of the institution, and ultimately most consistent with just œconomy, to erect a building at Garden Reach, according to my original plan. The expense of this building might be easily defined, and might be gradually distributed through five or six years of account, in such a manner as scarcely to produce a sensible effect upon the finances of the Company in India. It is proper in this place to communicate to you an addition which will soon be made to the funds of this institution, if the court of Directors should be pleased to revive it. A sum of three lacks of rupees will soon be paid into the treasury on account of a legacy from the late General Martine of Lucknow.

27. I have already taken the most respectable opinions with regard to the legality of applying this sum in aid of the funds of the College; and I have been assured, that such an application of the legacy would be perfectly legal, and strictly conformable to the intention of the testator.

28. This sum, now amounting to three lacks of rupees, is likely to receive a considerable contingent increase under the operation of other dispositions of General Martine's will. A further increase of these funds may also arise from certain sums bequeathed by General Martine for the purpose of founding a literary institution at Lucknow. I trust that the Nabob Vizier, to whose authority the application of these legacies is subject, will readily apply their amount to the support of the College of Fort William.

29. I have already observed, that the Court would have possessed ample time for deliberation with respect to the propriety of erecting a building for the use of the College; in the mean while, the funds to which I have adverted would have necessarily increased,

and might have received considerable augmentation by the contingencies which might arise under the various dispositions of General Martine's will.

30. The preceding observations will, I trust, convince you,

That the expenses already incurred on account of the College, have not been more considerable than was required by the magnitude of the objects proposed by its institution, and that those expenses have been actually defrayed by the new resources destined to that express purpose;

That the amount of the estimated future current expenses of the College is accurately defined, subjected to regular control, and moderate, as well with relation to the benefits of the institution as to its pressure on the finances of the Company;

That provision has actually been secured for defraying the future current expenses of the College without interfering with any other branch of the public service, without diminishing the scale of your commercial investments, and with the certainty of maintaining a permanent surplus revenue, applicable to the purposes of investment in India, of nearly one million sterling in the present year, and of greater probable amount in every succeeding year of peace;

That any future augmentation of the contingent expense of the College, amounting to any sum of considerable importance, will be subject to the previous control of the government in England;

That funds are actually provided (partly by the new duties, and partly by the legacies of General Martine) sufficient to meet any contingent increase of the expense of the College, without further pressure on the finances of the Company; and lastly,

That the finances of the Company in India are in such a state of actual prosperity, connected with the probability of progressive improvement, as will sustain (even independantly of the produce of the new duties) the continuance of the current charges of the

College of Fort William, and will afford the means of meeting any contingent increase of the expenses of that institution without injury to public credit, and without the hazard of any delay in the reduction of the Indian debt.

31. In the first paragraph of the honourable Court's letter, the Court declares that it cannot sanction the immediate establishment of the institution of the College of Fort William; and in the fifth and subsequent paragraphs the Court directs the re-establishment, on a somewhat enlarged scale, of an institution which the honourable Court is pleased to denominate "Mr. Gilchrist's Seminary," by the restoration of which, it is stated to be the intention of the Court, to supersede, for the present, the establishment of the College of Fort William.

32. By the letter of 12th March, 1802, addressed to Fort St. George, it also appears to be the intention of the Court to found some establishment at Fort St. George, for the better instruction of the junior civil servants of that presidency; and it is reasonable to suppose that similar measures will be adopted for the instruction of the civil servants on the establishment of Bombay.

33. It is therefore manifestly the intention of the Court, that some establishment for the better instruction of the civil servants at each of the presidencies should subsist in India, although the Court has been pleased to direct the immediate abolition of that institution which has been established at Fort William, with a view to the same salutary and indispensable purpose. In the letter of the 27th July, 1802, addressed to the Governor-general in council, the Court has traced the outlines of the establishment, which it directs to be substituted in place of the College at Fort William. These intentions of the Court, clearly expressed in their commands to Bengal and Fort St. George, reduce the subject of this letter within limits still more confined than those within which I

have endeavoured to comprise my observations in the preceding pages.

34. In considering the question in its present state, it is necessary only to compare the actual expense, and ascertained benefit of the institution now subsisting at Fort William, with the probable expense and probable benefit of the seminaries by which the honourable Court intends to supersede that institution. The honourable Court, in reviving the experimental establishment at Calcutta, originally placed under Mr. Gilchrist's direction, is pleased to sanction an extension of the scale of that establishment, adding to the study of the Hindoostanee, that of the Persian and Bengalese languages, and also that of the laws and regulations enacted by the Governor-general in council for the government of the Company's territories in India. It is evident, that without an establishment of teachers or professors in each of these branches of study, it would be utterly impossible to accomplish the declared intention of the honourable Court, "of effecting, by the institution of a seminary for Oriental learning, many of the beneficial purposes expected by the Governor-general," from the "foundation of the College." On this augmented scale of Mr. Gilchrist's seminary, each professor, or teacher, could not be expected to be engaged at a monthly salary inferior to one thousand five hundred rupees. This charge would amount to six thousand rupees monthly, or to about two thirds of the total amount of the present salaries to the Provost, Vice-provost, Professors and Teachers ... the Oriental languages, in classics, in the modern languages, and in mathematics.

35. I am persuaded that a further consideration of the subject will satisfy the honourable Court, that the study of the Arabic language is absolutely necessary to the attainment of a correct knowledge of the Persian; the knowledge of Arabic is also indispensible

to those who propose to attain any considerable degree of skill in the Mahomedan law. A teacher or professor of the Arabic must therefore form a part of the establishment in Bengal, even on the limited scale proposed by the Court.

36. To the expense of this establishment must be added, the charge of whatever foundations shall be established at Fort St. George and Bombay respectively. Considerations of justice, as well as of policy, would certainly induce the honourable Court to afford to their servants at each of those presidencies sources of instruction, equally pure and abundant as those which might be opened to the civil service in Bengal. The duties of the civil service, at each of the subordinate presidencies, now embrace objects of equal importance in every department to those comprehended in the administration of Bengal.

37. In proportion to the improvement of the internal constitution of each of the subordinate presidencies, qualifications of a higher description will be demanded in the civil service. And I must add, that the progress of that improvement, and the abundant supply of public officers, properly qualified to discharge their arduous duties in the several stations of the administration, are the securities on which the Company must rely for the prosperity of the country, for the happiness of our native subjects, for the augmentation of our resources, and for the stability of our power.

38. The incontestible wisdom, policy, necessity, and justice of providing for the civil services of Fort St. George and Bombay, similar advantages of education to those established in Bengal, warrant me in assuming the certainty, that the honourable Court will never consent to curtail the institutions proposed for the subordinate presidencies respectively within limits more confined than the necessary extent and scope of the respective duties of the civil service under each of those governments.

39. Consistently with this principle, at Fort St. George the Court

will find that the knowledge of the Arabic, Persian, and Hindoostanee languages, and of the laws and regulations of the local British government of India, is not less necessary than in Bengal; teachers or professors must therefore be established at Madras, in each of those branches of study.

40. In addition to these teachers, it will be necessary at Fort St. George to provide teachers in the following languages: Telinga, Tamul, Canarese, and Mahratta.

41. At Bombay the knowledge of the Arabic, Persian, and Hindoostanee languages, and of the laws and regulations of these governments, is as necessary a qualification for the civil service, as at Fort St. George, and consequently similar means must be afforded (upon the principles already stated) to the civil service at Bombay, of attaining a competent knowledge in each of these branches of study.

42. The study of the Arabic is however peculiarly necessary at Bombay, and may become indispensible in proportion to the extension of our relations with the nations inhabiting the coasts of the Persian and Arabian gulfs.

43. In addition to these establishments the civil servants at Bombay would require teachers in the following languages: Canarese, Mahratta, and Malabar as spoken on the coast of that name.

44. You will observe that the necessary effect of this plan would be to involve the expense of a triple establishment for every branch of study equally requisite at each of the three presidencies; and of a double establishment for every branch of study equally requisite at any two of the presidencies.

45. In the united institution founded at Calcutta, four professors or teachers would be found sufficient, with occasional assistance, for the instruction of the whole body of the students from the three presidencies, in the Arabic, Persian, and Hindoostanee languages, and in the laws and regulations of the British government in India.

If the institution be broken into three seminaries; twelve professors or teachers will be required for the same purpose. The same observation applies to the establishments for the study of those languages of which the utility is common to Fort St. George and Bombay, one teacher in each branch at Calcutta would serve for the instruction of all the students from the two subordinate presidencies; on the new plan two teachers must be established, one at Fort St. George and one at Bombay.

46. It will be manifest therefore to your judgment, that the current expenses of these separate establishments at each presidency respectively, framed even on the scale stated in the preceding pages, or on any scale compatible with the attainment of the proposed objects, must equal, and would probably exceed, the total current charges of the College of Fort William on the highest estimate of those charges.

47. But a more attentive examination of the subject will convince you that the expense of the three proposed seminaries must far exceed the preceding calculation, and in the same degree must also exceed not only the current charges but the probable amount of the contingent expenses of the College founded at Fort William.

48. The fifth paragraph of the honourable Court's letter is expressed in terms which might convey a supposition that the minute of the Governor-general under date the 21st December, 1798, originated in some plan of a literary establishment proposed by Mr. Gilchrist! But the minute of the Governor-general of the 21st December, 1798, states distinctly that my attention had been long directed to the existing defects in the education of the civil service, that I had formed, and had stated verbally in council, the general outlines of an extensive plan for the purpose of remedying those defects, and that the execution of that plan had been delayed exclusively by the dangers which then menaced the existence of this empire, and demanded my presence on the coast of Coromandel.

The minute and the order in council annexed to it bear date on the 21st December, 1798. On the 25th I embarked for Madras.

49. The zeal, ability, and diligence of Mr. Gilchrist as a teacher of the Hindoostanee language, and his eminent merits in forming a most useful grammar and dictionary of that colloquial dialect, induced me to consider him to be the most eligible instrument for the purpose of aiding me in attempting an experiment of the practical use of a systematic plan of instruction in the study of the Oriental languages.

50. Mr. Gilchrist never offered to my consideration any proposal for the institution of a seminary for Oriental learning; that gentleman merely proposed to me the aid of his services in giving lessons in the Hindoostanee and in the rudiments of the Persian language, under whatever institution this government might establish. Mr. Gilchrist's laudable offer of the aid of his labours on that occasion, was not only prompt and zealous, but was accompanied by circumstances highly creditable to his liberality and public spirit, to the moderation of his views of private interest, and to his just sense and value of public fame.

51. The result of Mr. Gilchrist's services corresponded with my most sanguine expectations, and proved in the most satisfactory manner the great advantages which must result from establishing for the civil service a regular and systematic plan of instruction in the Oriental languages, in place of the desultory mode of study which had hitherto prevailed under the ordinary practice of resorting exclusively to native moonshees for assistance in learning those languages.

52. Mr. Gilchrist's lessons indeed were more particularly directed to the grammatical study of the Hindoostanee language. That able and indefatigable scholar does not profess to furnish instruction in the Persian language beyond its first elements; and the knowledge of the Persian language acquired by some of the students

under Mr. Gilchrist, was merely elementary; but the examinations holden in July, 1800, and the progress (unexampled until that time) made by some of Mr. Gilchrist's scholars in the Hindoostanee dialect, and in the rudiments of the Persian language, furnished ample ground for estimating the benefits which would be derived to the civil service under the operation of a regular education, not only in the Hindoostanee language, but in every branch of knowledge connected with the public duties of the civil servants.

53. I request you to remark, that in my original minute of December, 1798, I expressly proposed the employment of Mr. Gilchrist, and the future examination of his scholars, with the exclusive view of ascertaining the efficacy of Mr. Gilchrist's mode of instruction.

54. The notification issued at the same period of time to the civil service in Bengal, is stated in my minute of 21st December, 1798, to have been proposed as a measure which might be useful, with a view to establish the fundamental principles of the general and more extensive plan at that time in my contemplation.

55. These principles consisted in imposing an obligation upon the civil service to attend to the study of the Oriental languages, and of the laws and regulations of government; and in rendering previous examinations in those studies necessary qualifications for office.

56. The object of this notification was rather to excite the diligence of your civil service, than actually to the examinations announced in that paper; considerable difficulties would have occurred in prosecuting an attempt to enforce such a system of examination. And it was always my opinion, that the existing defects in the qualifications of your civil service could not be corrected effectually without applying the remedy to the source of the evil—the original education of the Writers. The notification

of 1798, however, was useful in raising a general spirit of attention to Oriental knowledge throughout this service.

57. The respectable and learned gentlemen who formed the committee of examination of Mr. Gilchrist's scholars in July, 1800, refer the benefits to be derived from the progress of Mr. Gilchrist's services directly to the institution of the College, and they justly consider Mr. Gilchrist's lessons to have been merely introductory to the foundation of that institution, and to have furnished the most abundant proofs of its indispensible necessity as well as of its certain utility, and beneficial effect.

58. The letter of the honourable Court under date the 7th May, 1800, approves the principles stated in the notification of December, 1798, and sanctions the more extensive arrangement intended to be founded on those principles; but that letter contains no reference to the existence of any seminary under the direction of Mr. Gilchrist, as furnishing the model of the establishment which the Governor-general in council had declared to be in his contemplation.

59. Adverting to these circumstances, I should have found considerable difficulty in forming a just conception of the precise intention of the honourable Court in directing me to supersede the establishment of the College of Fort William by the re-establishment of "Mr. Gilchrist's seminary," if the honourable Court had not been pleased to state in the 6th and 7th paragraphs of the letter of 27th July, 1802, the particular branches of knowledge deemed by the Court sufficient to qualify a civil servant for the administration of affairs in Bengal, and had not thus described the extent and nature of the establishment which it proposed to sanction.

60. But no modification or extension of the plan under which Mr. Gilchrist was employed in 1799 and 1800, can embrace the objects proposed to be secured by the collegiate establishment at Fort William.

61. It was among the advantages arising from the employment of Mr. Gilchrist, that not only the success of his services was highly beneficial to the extent which it reached, but that the fundamental defects of that limited plan furnished rules for my guidance in founding a comprehensive and liberal institution on the ground of practical experience.

62. It was found that the numerous body of young men assembled at Calcutta for the purpose of attending Mr. Gilchrist's lectures was exposed to various disadvantages, the effect of which counteracted the assiduity of their teacher, and tended to produce mischiefs of a serious description.

63. The local authority of this great government could not be immediately and constantly applied to control among the young men individual habits of negligence, dissipation, contumacy, extravagance, or immorality. The continual and important avocations of the Governor-general in council, and the nature and eminence of his station, rendered it impracticable as well as improper for him to attempt to exercise the immediate discipline requisite to maintain regularity of conduct and attention to study among such a numerous body of the junior servants. Mr. Gilchrist's lectures, therefore, although highly useful to those naturally disposed to industry and order, furnished no control or discipline to restrain or correct those of opposite inclinations.

64. The young men of more unsettled dispositions neglected the lectures, and availed themselves of their residence in this populous town, to indulge in courses of extravagance, expense, and dissipation. The limited plan of Mr. Gilchrist's lectures supplied no intermediate and special jurisdiction, placed between the government and the students, to apply, through a respectable channel, the authority of the Governor-general in council, in enforcing a due system of discipline, and study, in regulating private œconomy

and moral conduct, in precluding temptation to expense, and in guarding against every vicious excess.

65. But it cannot be denied that these objects are of the highest importance, not merely on moral considerations, but in their relation to the political interests and honour of the Company and of the nation in India, and to the purity and efficiency of the public service.

66. Wherever a numerous body of young men shall be assembled for the purpose of study, whatever form of instruction may be devised for their education, it cannot be expected that their attention will be systematically fixed on their prescribed duties, unless the discharge of those duties shall be duly enforced by an efficient system of discipline and restraint.

67. These incontrovertible principles, derived from general experience, and confirmed by my personal experience of the dangers to which the young men were exposed during their attendance on Mr. Gilchrist, induced me to form my general plan for the better instruction of your civil service on the basis of a collegiate institution, in which study should be enforced by discipline, and education regulated by efficient restraint; in which, (according to the words of the regulation which the honourable Court has been pleased to abrogate) "under the superintendance, direction, and "control of the supreme authority of the government of these pos- "sessions, the studies of the junior servants, appointed at an early "period of life to the civil service of the honourable the East "India Company, should be directed and regulated, their conduct "upon their first arrival in India guided, their morals formed, im- "proved, and preserved." And in which the junior servants should be "encouraged to maintain the honour of the British name in "India, by a regular and orderly course of industry, prudence, in- "tegrity, and religion."

68. In pursuance of these indispensible objects, the regulation established the offices of Provost and Vice-provost, and the statutes constituted a council of the superior officers of the College for the internal government of the institution; and it was declared to be the primary duty of the Provost, " to receive the junior civil ser-
" vants on their first arrival at Fort William, to superintend and
" regulate their general morals and conduct, to assist them with
" his advice and admonition, and to instruct and confirm them in
" the principles of the Christian religion, according to the doc-
" trine, discipline, and rites of the church of England, as esta-
" blished by law."

69. The statutes also made especial provision for applying the authority of the Provost " to guard the moral and religious inte-
" rests and character of the institution, by controlling the conduct
" of the Officers, Professors and Teachers of the College," and for applying the internal authority of the superior officers of the College, " to strengthen and confirm within these possessions the at-
" tachment of the civil servants of the East India Company to the
" wise laws and happy constitution of Great Britain, and to main-
" tain and uphold the Christian religion in this quarter of the
" globe." The statutes also established a public table, and required the regular attendance of the students at that table, for the purpose of precluding habits of debauchery and expense; and the statutes also provided the most effectual restraints which could be devised to prevent the junior civil servants from contracting debt.

70. Without such a vigorous and respectable system of restraint of discipline, it is my conscientious opinion, that great mischief would be infused into your civil servants at its very source, by establishing any seminary of instruction which should require the whole body of your junior civil servants to continue assembled together for any considerable period of time in any part of your

possessions; and above all, at the seats of the respective presidencies.

71. When the honourable Court shall have deliberately reviewed the probable consequences of assembling the body of the junior civil servants at each of the presidencies under such circumstances, I am persuaded that the Court will issue a positive command to establish at each presidency, in addition to the necessary teachers and professors, some authoritity of the nature of that exercised in colleges in Europe, and of that now existing in the College of Fort William, for the purpose of maintaining and promoting order and discipline, good morals and religion.

72. Having formed a decided judgment, founded on personal experience, and on a most assiduous and deliberate attention to the state of your service, and of your possessions, that the institutions ordered by the honourable Court will prove not only inefficient with reference to their proposed objects, but the sources of positive danger to the service, without the additional establishments described in the preceding paragraphs, my respect for the wisdom, justice, and honour of the Court, demands the conclusion which I have drawn from these premises. I therefore repeat my certain conviction, that the Court will immediately command each of their presidencies to incur this additional charge, for the purpose of giving efficiency to the proposed system of study, and of saving the younger branches of the service from ruinous courses of dissipation, licentiousness, and expense.

73. The seminary to be established in Calcutta, under the late orders of the Court, would necessarily include all the Writers for Bengal, according to their successive arrival in India: no material reduction of establishment, or of expense, would therefore be effected at Calcutta, if the public table, and the existing system for the internal government of the College should be maintained,

although the Writers belonging to the subordinate presidencies should be separated from the institution.

74. On the other hand, the same internal jurisdiction necessary for the discipline and government of the numerous body of the students of Bengal, would be sufficient to preserve order and regularity in the whole collective body of students from the three presidencies. Neither the government of Fort St. George, nor that of Bombay, could compromise its local authority in enforcing hourly attention to study, and in compelling regularity of individual conduct among the junior civil servants, attached to their respective seminaries of instruction. If, therefore, the Writers of Fort St. George and Bombay should be attached to distinct seminaries at each of those presidencies, each institution must be framed nearly on the model of the College at Fort William, with similar establishments for the maintenance of internal discipline and control, and for preventing expense and debt.

75. Under all these circumstances, the final result of dividing the College of Fort William into three seminaries, to be established separately at each presidency, would either be to render each and all those seminaries inefficient and dangerous, or to aggravate the collective expense of this triple institution, to an amount greatly exceeding the charges of the united establishment now existing at Fort William.

76. Having thus compared the actual expenses of the College of Fort William with the probable expense of the establishments by which the Court has been pleased to supersede that institution, I am anxious to direct your particular attention to the benefits already derived to your civil service, from the operation and effect of the system of study and discipline constituted and enforced by the regulations, statutes, and rules of the College.

77. The periodical examinations of the students, of which the regular reports are transmitted (by the ships Comet and Sovereign)

will manifest the progress made by the greater number of the students towards the objects of the institution.

78. The examiners, who have always been selected from the ablest Oriental scholars actually at Calcutta, have invariably expressed their judgment, that the general progress of the students in the Oriental languages and literature has exceeded their most sanguine expectations, as well with reference to the rapidity and extent of the improvement of the students, as to the accuracy and solid foundations of critical knowledge which they have acquired.

79. An universal opinion is received, that the students of the College now make greater progress in Oriental learning in a few months, than the same persons could have attained in as many years under the former system. This great improvement is attributed not only to the zeal and diligence both of the professors and students, but to the number of useful works published in the College for the purpose of facilitating the acquisition of the several languages, and to the unexampled skill of the professors and teachers in the mode of instruction which they have adopted.

80. The voluntary aid of every respectable Oriental scholar in India has been afforded to support the discipline, and to improve the course of study, and the mode of instruction pursued in the institution; the respectable and dignified character of the institution has interested the literary part of this settlement, not only in promoting its prosperity, but in seeking the station of a public officer of the College as an object of high honour and distinction. In this respect the comprehensive, munificent, and liberal scale of the establishment, has actually contributed to diminish its current expenses.

81. From the commencement of the institution to the present time, only two professors and two teachers in the Oriental languages have received salaries. They have been assisted and supported in the conduct of their respective classes, by the aid of learned

gentlemen of high station and character, who certainly could never have been expected to promote with equal zeal, the establishment of a seminary contracted within more narrow limits, confined to views of less ample extent, and destitute of the energy and respect which accompany a regular system of collegiate discipline, strengthened by the most powerful incitements of immediate public honour and splendid distinction, and directed to the noblest, the highest, and the greatest object of human pursuit, the good government of a great empire.

82. Formed with these advantages, and accompanied with these circumstances of dignity and respect, the College has received the voluntary aid of Mr. Barlow, Mr. Harington, Mr. Edmonstone, Lieutenant-colonel Kirkpatrick, and Mr. Colebrooke, each of whom either have held or now actually hold professorships without salary under the present structure of the institution. To these are to be added many respectable names of gentlemen who have voluntarily assisted, without reward, in conducting the public examinations.

83. If the scale of the institution be lowered, its authority degraded, and the lustre and magnitude of its character and objects diminished, it must be conducted by instruments duly suited to its reduced importance; and the respectable aid, which it has hitherto received from the most able and learned men in India can neither be justly demanded, nor reasonably expected.

84. The public examinations, the frequent distribution of honorary medals and pecuniary rewards, the encouragement, and applause, of the whole body of Oriental scholars in India, and the peculiar opportunities of conferring eminent distinction which the present constitution of the College affords to the person exercising the supreme authority in India, have excited a spirit of emulation among the students, as unexampled in its scope and ardour, as it is propitious to the future government of these possessions. This

happy spirit is not confined to a few; not to those, whose talents, former acquisitions, habits or character appeared to be of the most favourable promise at their entrance into the institution; not to those, whose connections might be supposed to influence their conduct; it is nearly universal in its operation, and unlimited in its extent; and I must here declare to you, with that freedom which a regard for your interests demands, that the institution, (which the Court has been pleased to abolish,) has already corrected many of the defects which I found in the younger branches of your civil service upon my arrival in India, has reclaimed to industrious and meritorious pursuits, many of your junior servants, who were disposed to pursue courses of a contrary tendency, and has raised a standard of public honour which is become the general resort of diligence, order, good morals, learning, and religion The regulations of the College for the prevention of habits of extravagance and expense, and for restraining young men from contracting debts, have produced a most beneficial effect; and I have the satisfaction to assure you, after an accurate investigation of this branch of the institution, that a general disposition to œconomy and regularity now prevails among the students at Fort William. That the principles of due subordination have also been established among them with the happiest success; and that the most salutary consequences are visible in their general conduct, manners, and morals. I have no hesitation in declaring, that the young men now composing the body of the students at Fort William afford the most auspicious hope that the local administration of India for several years to come will be amply provided with instruments properly qualified to accomplish all the purposes of a wise, just, and benevolent government.

85. Considerable force and animation have been derived to the principles of the institution from the honourable contention between the students of the different establishments assembled at

Fort William. They consider the character of their several presidencies to be deeply concerned in their respective progress, and in the public distinctions which they respectively obtain.

86. The negligence or disorder of any one member of their body is felt by the whole, as a common disgrace; and they all deem the honour of their particular establishment and their own personal consequence to be involved in the conduct of each individual of their number.

87. The students of Fort St. George and Bombay highly value the advantage of pursuing their studies under the immediate inspection of the Governor-general and of the chief public officers of the supreme government. It is difficult to describe the degree of alacrity and zeal, with which this circumstance alone has inspired the students from the subordinate presidencies; many of whom (it is a matter of satisfaction and just pride to me to assure you) have attained the highest distinctions in the College, and have rivalled the most eminent examples of merit among the civil servants of Bengal.

88. By the influence of these powerful causes, a general attention to Oriental languages, literature, and knowledge, has been excited, far beyond the limits of the institution; and the pursuit of these laudable objects has been facilitated and encouraged among many of your civil servants, who could not be admitted within the rules of the College.

The students of Fort St. George and Bombay have also manifested the most favourable disposition to avail themselves to the fullest extent of the benefit of an unity of instruction in the principles and practice of the government of Bengal. To this peculiar and inestimable advantage of the present institution, I request your most serious attention. The administration of the government of Bengal in all its branches may justly be considered to furnish a most desirable model for each of the subordinate presidencies.

The prosperous issue of the last war in Mysore, combined with the happy result of various political negotiations in the Peninsula, has extended the limits of the territorial possessions under the government of Fort St. George to a magnitude, which nearly equals that of the dominions administered under the immediate authority of this presidency. At this moment the government of Fort St. George is employed under my orders in establishing the foundations of an improved code of laws and regulations, and of an entirely new constitution for the due distribution of the executive, legislative, and judicial functions of that extensive and arduous government.

89. The functions of the government of Bombay have recently received a proportionate extension, and the civil servants of the establishment of Bombay are now eligible to some of the most important offices under the immediate control of the government of Fort St. George.

90. In this situation it is of the utmost importance to the good government of the subordinate presidencies, that the spirit and character of the service in Bengal should be infused into the administration of their respective governments.

91. This salutary effect has already been produced with the utmost degree of facility and security to the extent of that portion of each subordinate establishment now attached to the College of Fort William. Many of these young men are of the highest promise, of the most extensive knowledge, and of the purest principles, acquired, formed, or confirmed, under this institution; and I doubt not that they will carry with them, upon their return to their respective presidencies, the fruitful seeds of reform and improvement for the benefit of each of those yet imperfect systems of administration.

92. The advantages described in the preceding paragraphs are neither doubtful, remote, nor contingent. Their existence has already

been ascertained by public proof; and to the extent, which they have reached, they must produce correspondent effects on the public service at each of the presidencies. It is at least questionable whether, under the proposed system of establishing three distinct seminaries for the instruction of the civil service in Bengal, Fort St. George, and Bombay, any of these advantages can be attained to an equal extent; it is certain that under the new system, many of the benefits of the existing institution will be found unattainable in the same extent, and some of the most important, utterly unattainable in any degree.

93. No person acquainted with the actual state of India, can suppose that the presidencies either of Fort St. George or of Bombay can furnish means of instruction in the Arabic, Persian, or Hindoostanee languages, or in the system of the laws and regulations for the government of India, equal to those now afforded by the College of Fort William; nor can it be imagined that either of the subordinate presidencies can attract the resort of learned men to the extent which has been so beneficially effected at Calcutta.

94. With respect to the study of the vernacular dialects in use within the dominions of each of the subordinate presidencies, it is evident that the study of those languages may be systematically pursued, with equal advantage at Fort William, as at the seats of either of the subordinate presidencies; the study of the elements of those vernacular dialects ought not to supersede the acquisition of those essential parts of Oriental literature and knowledge, and of the spirit and general constitution of these governments, which should form the basis of the education of every civil servant in India. In the College of Fort William the pursuit of all these objects may be advantageously combined; and the degree of attention to be bestowed on each particular language may be properly apportioned, according to the views and destination of the student, under the superintending authority of the College.

95. In the letter of the honourable Court of 27th January, 1802, no observation occurs with respect to the necessity of studying the Shanscrit dialect; but I am satisfied that a due enquiry into that branch of the question will convince the honourable Court, that the study of the Shanscrit is absolutely necessary to those who would obtain a correct knowledge of the Hindu law, or of the manners, customs, usages, and religion of the Hindus: the study of this most ancient language appears to be peculiarly necessary to the civil servants at Fort St. George and Bombay.

96. The Shanscrit dialect being the source and root of the principal vernacular dialects prevalent in the Peninsula, a knowlege of the Shanscrit must form the basis of a correct and perfect knowledge of those vernacular dialects. But it would be difficult if not impracticable at present to supply means of instruction in the Shanscrit language at either of the subordinate presidencies, in any degree approaching to the advantages in that branch of study which can now be furnished at Fort William: this eminent advantage, added to the facility of collecting at Fort William the best teachers in the several vernacular dialects of the Peninsula, seems to open to the Writers of Fort St. George and Bombay, a more favourable prospect of obtaining a correct fundamental and systematic knowledge of the vernacular dialects of the Peninsula at Fort William, than could be now expected at their respective presidencies.

97. A source of instruction in Oriental literature actually exists at Fort William, which could not be procured without great difficulty and expense at either of the subordinate presidencies. This advantage consists in an extensive and valuable collection of Oriental manuscripts, comprizing the library of Tippoo Sultaun, and various other collections, some of which have been purchased, and others presented to the institution.

98. Many of the most efficient causes of the extraordinary spirit

of emulation which now exists in the whole body of the students from the three presidencies collected at Calcutta, could not be supposed to operate with equal force, when the body of the students shall be broken and distributed partially in three distinct and remote seminaries at their respective presidencies.

99. The abatement of this spirit in any degree would be injurious not only to the students from the subordinate presidencies but to those of Bengal. It is however reasonable to conclude that the evil consequences of the separation of the students would be most injuriously felt at Fort St. George and Bombay. The students from those settlements now justly conclude that their education at Fort William, by bringing their individual merits immediately under the eye of the Governor-general, opens a new field of honourable emolument to their interests, and a more enlarged career of distinction and fame to their ambition.

100. Various offices, connected with diplomatic stations, and with other employments principally of a political description, must necessarily remain under the immediate authority and appointment of the supreme government. To these respectable stations the civil servants of all the presidencies are equally eligible; and it cannot fail to furnish a powerful incitement to the diligence and zeal of the students from Fort St. George and Bombay, that the period of their residence at Calcutta opens repeated opportunities of founding claims to such stations on the solid basis of distinction obtained in the regular course of their studies at the College of Fort William, and of honours publicly recorded on the proceedings of the supreme government.

101. But the most important benefits which will be forfeited by the separate establishments at the subordinate presidencies, are the uniform education and instruction of the whole body of the civil service in India in one system of political, moral, and religious principles, derived from a common source, and diffused throughout

all the British establishments under the immediate superintendance of the supreme authority in India.

102. It has been a principal object of my attention since my arrival in India to consolidate the interests and resources of the three presidencies, to promote in each of them a common spirit of attachment to their mutual prosperity and honour, to assimilate their principles and views; and to unite their respective honours by such means, as might secure their co-operation in the common cause, and might facilitate the management of this extensive empire in the hands of the supreme government of India. I am firmly convinced that a more intimate union of the three establishments is an object not merely of good policy, and of just œconomy, but of indispensible necessity to the stability of this empire.

103. The general principles of government (applicable with few modifications to every part of the Company's territories) will certainly be studied with most advantage at the mainspring of power in India, and will be circulated to the extremities of the empire with more vigour and purity, in proportion to the early, direct, and free communication between the fountain head of authority and the subordinate branches of the service.

104. The same advantages will be better secured under an united institution in preserving the attachment of the civil servants of the Company to the political, moral, and religious principles of the mother country.

105. This topick has already been stated by me in my notes of the 18th of August, 1800. I remain in a firm conviction, founded on the experience attained of the effects at the College of Fort William, as well as on the nature and condition of both the subordinate presidencies, that the continuance of the institution at Fort William will produce upon the general character and efficiency of your civil service (by the diffusion of just and correct principles, of sound knowlege, and of a general spirit of subordination and

harmony) salutary effects unattainable under any form of education which shall separate the Writers on their first arrival in India, and shall confine them, in detached divisions, to study the local principles, contracted knowledge, and characteristic prejudices and spirit of their respective settlements.

106. These considerations have satisfied my judgment, that the benefits actually derived and reasonably to be expected from the operation of the present institution, are and must be greatly superior to any advantage, which can be expected from the most complete possible success of the three seminaries proposed by the honourable Court; while the probable expenses of the proposed system must considerably exceed those of the College at Fort William.

107. In directing the immediate abolition of the College of Fort William, the letter of the honourable Court of the 27th January, 1802, appears to acknowledge with approbation the liberal and enlightened spirit of the institution, the just principles on which it is founded, and the important ends to which it is directed.

108. The objections stated by the Court against the continuance of the establishment are apparently confined to its expense, and to the pressure of that charge on the present circumstances of the Company's finances in India.

109. Possessed therefore of the Court's approbation of the general principle and objects of the institution; having actually experienced and ascertained its beneficial effects; being satisfied that its expenses can be defrayed without inconvenience to any branch of the Company's affairs, and without any degree of pressure on the finances of the Company in India; being further convinced, that the plan of instruction proposed by the Court in supercession of the College would exceed the expense which the Court had condemned, and would expose to hazard the principles which the Court had approved; I might have deemed it to be my duty, under such

circumstances, to suspend the execution of the commands of the Court for the abolition of the College, to refer the question to the further pleasure of the Court, and to request that the Court would be pleased to renew the consideration of orders, the declared foundation of which has been entirely removed by the happy change effected in the financial situation of the Company in India.

110. But although the first view of my duty might have suggested the propriety of such reference, the peculiar character and spirit of the Court's commands on this unhappy occasion, and the nature of the institution, (intimately blended with the general subordination of the service,) seemed to me to require that I should proceed immediately to the public abolition of the institution, as an act of necessary submission to the controlling authority of the court of Directors, and as a testimony of the obedience due to the superior power, placed by law in the government at home; I therefore passed an order in council (on 24th of June) directing that all expenses incurred on account of the College of Fort William should cease, and that the institution should be abolished; at the same time I repealed the regulations enacted for the foundation and management of the College, together with all statutes and orders, enacted or passed by the Governor-general in council, or by the Visitor, for its discipline and government: but a most serious and difficult question arose with regard to the time when the abolition of the College and the repeal of the regulations should take effect, and also when all the expenses of the College should cease, and when the students collected at Calcutta from the subordinate presidencies should be returned to their respective settlements.

111. The determination of this question involved principles deeply affecting the welfare, future prospects, and just expectations of the students, and also the consideration due to the situation of the professors and teachers, and of the numerous learned natives attached to the institution.

112. If in pursuance of the orders of the honourable Court, contained in the ninth paragraph of their letter, "all expenses hitherto "incurred on account of the College had immediately ceased," the whole system of discipline and order, hitherto maintained by that expense, must of course have been instantaneously and abruptly dissolved, and the numerous body of students, now assembled at Fort William, must have been suddenly exposed to all the evils incident to an uncontrolled and unrestrained residence in this populous town, until means could have been found of employing them at distant stations, or of returning them to their several establishments.

113. This sudden dissolution of discipline would have acted with most dangerous and protracted effect on students from the subordinate presidencies, who could not conveniently have returned thither for some time.

114. The revival of Mr. Gilchrist's lectures on the former plan, would have afforded no remedy to these evils; in order to preserve the young men from exceptionable habits, the controlling authorities of the College must have been revived at the same time. The restoration of those authorities would in fact have restored the whole institution, together with all the expenses which the Court had ordered immediately to cease. No alternative therefore remained between the instantaneous abolition of the whole institution, and its continuance, with all its present establishments, until the period of time should have elapsed during which it might appear to be necessary and just to detain the great body of the students at Calcutta. And here it is with pain and regret that I feel myself bound by the most sacred obligations of duty to claim your attention to the consequences which the immediate execution of the honourable Court's order must have produced upon the honourable and equitable pretensions of the promising young men

now attached to the College. Some of these meritorious students have voluntarily relinquished their respective presidencies, and have resigned eligible situations, with the laudable motive of prosecuting their studies in the College for the prescribed time. These students would have completed their course in December next; they expected to receive the reward of their labours at the public examination to be holden at that period of time. On their awarded rank at that examination, they rested their hopes of promotion at their respective presidencies; and they have been further encouraged by the animating hope of seeing, on that occasion, the record of their merits, and the honour of their success publicly entered on the proceedings of the supreme government, and of being distinguished by the personal approbation of the Governor-general in council.

115. Every principal of wise policy, every real and legitimate interest of the Company forbids, that the industry of a numerous body of the junior civil servants should be discouraged, their honourable ambition frustrated, and their active and laborious emulation disappointed in those fair hopes of distinction which they had been taught to entertain by the laws and orders of this government, and by many preceding examples of successful labour, and rewarded study.

116. In addition to the motives of a wise policy, the considerations of justice and of humane regard for the interests and feelings of these young men appeared to require, that the government should not abruptly interpose a sudden act of authority between the termination of their studies and the season of their reward. It would not be strictly conformable to the principles of justice, that the government should have excited among these young men a spirit of diligence and attention to the pursuit of Oriental knowledge, under a public pledge of securing to them, at stated periods of

time, special honours and advantages according to their respective progress, and that the same authority should prematurely intervene to deprive the students of the promised fruits of their exertions.

117. The abolition of the College therefore could not have taken place, with justice to this class of students, until the month of December, 1802.

118. But the great body of the students now in the College will not have completed their course of study until the month of December, 1803.

119. The sudden abolition of the institution would be still more severely felt by the great body of the students, than by that particular class to which I had adverted in the preceding paragraphs.

120. By the prescribed course of study in the College, the attention of the student is more particularly directed during the first year to the Hindoostanee and Persian languages. During the latter period of his course he enters upon the study of the vernacular languages prevalent at the respective presidencies. If therefore the great body of the students now attached to the College of Fort William should be unseasonably interrupted in the course of their studies, and should be precluded from the advantage of the latter period of their prescribed education, those who should return to Fort St. George and Bombay under such circumstances, would necessarily be exposed to embarrassments and disadvantages of the most adverse and discouraging nature.

121. In addition to the premature interruption of their progress at Fort William, their sudden return to their respective presidencies would expose them to the hazard of remaining for a considerable time deprived of all efficient means of instruction in the principal objects of their collegiate course. Some interval of time must elapse before any institution, at either of the subordinate presidencies, could be so far advanced as to afford to these young men means of instruction, even in the vernacular dialects of their

respective presidencies, in any degree equal to the facilities now furnished in the College of Fort William. In the mean while, their studies must remain suspended; whereas their continuance at Fort William until the month of December, 1803, would secure to them such a foundation of knowledge as would enable them to prosecute their studies without further assistance upon their return to Fort St. George or Bombay.

122. These considerations seemed to me to demand, that, with exclusive reference to the welfare and just pretensions of the young men now attached to the institution, the abolition of the College of Fort William should be gradual, and that the institution should not be finally closed previously to the month of December, 1803, when the great body of the students now attached to the College will have completed the course, which they have so successfully commenced.

123. The immediate abolition of the institution might also be deemed as an act of injustice towards those learned professors and teachers, who have been called from other situations and pursuits to assist in the management and conduct of this important establishment. It would be equally inconsistent with true wisdom, and with the liberal spirit which has ever distinguished the conduct of the Company in the encouragement of Oriental literature and science, to dismiss these gentlemen from their high stations with such a degree of precipitation, as might involve their circumstances in embarrassment, and might bear the appearance of harshness and disrespect.

124. Most of these gentlemen have devoted their entire time and labour to promote the objects of the institution, and have withdrawn their attention from every other pursuit: it would not be just to deprive them suddenly of salaries which may be considered in some degree as a remuneration for past exertions, and a compensation for the relinquishment of other avocations.

125. The assiduity and learning of these gentlemen have produced several works in Oriental languages and literature which have been published since the commencement of the institution, and which have greatly facilitated its success. Continuations of these useful works are now in a considerable degree of progress. Some works of this nature are actually in the press. At this time the professors and teachers of the Persian, Arabic, Hindoostanee, Bengalee, and Shanscrit languages, are each employed in composing grammars or dictionaries, and in making translations or compilations for the use of the students.

126. It is probable that the greater part of these works will be completed in the course of a year. No cause inferior to the pressure of absolute necessity would justify your government in the sudden dismission of a body of learned men, whose labours are now employed with such utility to the public service, and the continuance of whose exertions in the same field promise to produce such fruits.

127. Many learned natives are now attached to the institution, who have been invited to Fort William by my special authority from distant parts of Asia. These respectable persons have been encouraged, by the prospect of pecuniary and honorary rewards, to undertake works in original composition for the use of the College. They also render considerable service to the professors and teachers in the ordinary duties of the several classes. The expense of rewarding these persons according to their labours is indispensible to the progress of the young men. The sudden dismission of the learned natives attached to the College would therefore be an act of manifest injustice on the grounds already stated; it would also be an act of the most flagrant impolicy; nor would it be consistent either with the interest or honour of the Company in India, that a numerous body of learned natives, after having been expressly invited by the British government to support a public

institution by the aid of their knowledge and talents, should be abruptly deprived of their emoluments, should be denied the opportunity of completing those works which they had been encouraged to commence, and should be driven forth to the extremities of Asia, to report in their respective countries, that the British government was unable to support the charges which it had deliberately incurred for the promotion of learning and virtue; that we were compelled by the distress of our finances to violate our faith with the whole body of Oriental scholars in India; and that in the extreme and desperate condition of our affairs, we had abdicated the support of our recent public institutions for the liberal education of the civil service in those branches of knowledge absolutely necessary to secure the blessings of good government to our native subjects.

128. It is scarcely necessary to repeat, in this place, that the revival of Mr. Gilchrist's lectures would have left all these apprehensions and evils in full force, unless that revival had in fact been equivalent to the restoration of all the establishments of the College.

129. Urged therefore by these powerful principles of policy, and by these irresistible claims of justice on the part of the younger branches of your civil service actually attached to the College, on the part of the learned gentlemen whose literary services have been devoted to the aid of the institution, and on the part of the learned natives collected from distant parts of Asia retained in your service under the solemn pledge of public faith, and now successfully employed in diffusing their knowlege among your junior servants, I have resolved that the order passed by the Governor-general in council for the abolition of the College of Fort William should not take full effect until the 31st of December, 1803.

130. In the mean while I have issued orders to the governments of Fort St. George, and Bombay, directing that such Writers of

this season as had arrived at those presidencies respectively from Europe should be retained, and that no Writers belonging to the establishment of either of the subordinate presidencies should be conveyed to the College of Fort William until further orders.

131. According to the regulations and statutes a considerable number of students from each of the presidencies will be detached from the College in the ensuing month of December.

132. The operation of the circumstances described in the two preceding paragraphs will tend to diminish the expenses of the College during the ensuing year. I have however judged it to be proper to direct that such Writers as shall arrive in Bengal, with appointments to this establishment, shall be attached to the College upon their arrival, and shall be admitted to all the benefits of the institution until the time of its final abolition.

133. I shall issue to the governments of Fort St. George and Bombay, such orders as shall appear to me most conducive to the better instruction of the junior civil servants retained at each presidency during the ensuing year, and I shall pass such regulations as may be calculated to protect the Company against any considerable expence from the detention of the Writers at each presidency. I am however aware that some inconvenience must necessarily attend the detension of these young men at their respective presidencies until the further pleasure of the Court upon the whole subject shall be communicated to this government. But this inconvenience is inseparable from the nature of the case; viewed in its utmost possible extent, it admits of no comparison with the important considerations already stated in this letter.

134. Among the motives which induced me to protract the existence of the institution until December, 1803, I have dwelt with considerable expectation on the opportunity which this delay will afford to the honourable Court of reviewing the considerations which dictated their orders of the 27th January, 1802, of adverting

to the facts and arguments submitted to you in this letter, and of estimating the result of the important change effected in the situation of affairs in India since the date of those advices, which had reached the Court in the month of January, 1802, and which appears to have formed the foundation of the Court's letter of the 27th of that month.

135. The honourable Court, after the receipt of this dispatch, will be enabled to proceed to a final decision of this important question, with information amply sufficient to illustrate all its essential parts; and if the immediate result of the Court's renewed deliberation should be to command this government to accelerate the abolition of the College, and to demolish that institution at any period of time earlier than the 31st December, 1803, you may be assured that, in the arduous situation which I now hold, I would manifest a prompt and dutiful obedience to an order which would be founded on a full knowledge of the state of local circumstances in India, and of all the motives which now direct my opinion and conduct.

136. In such an event, I should certainly discharge my duty with promptitude and dispatch; but I must have renounced the fixed conviction of my judgment, and I must have extinguished the warmest sentiments of my heart, before I could discharge such a duty without suffering the most severe pain and regret, in reflecting on the public benefits which must flow from the establishment of this institution, and on the public calamities which must attend its abolition.

137. The objects proposed by the institution are the most interesting, comprehensive, and important which could be embraced by any public establishment; and their accomplishment is absolutely requisite for the good government and stability of this empire, and for the maintenance of the interests and honour of the Company and of the nation in India.

138. Many of those objects have already been accomplished by the effects of the institution under the eyes of this government, and all of them promise to be secured by the continuance and stability of the same system of discipline and study.

139. With such experience, and with such prospects, I cannot abandon the auspicious hope, that the representation submitted to you in this letter, may prove the means of inducing the honourable Court to restore to their civil service in India, the inestimable advantages which must be destroyed by the destruction of the College of Fort William, and to suffer the establishment of the College of Fort William to remain unaltered, until I shall have the honour of reporting in person to the Court the condition and effects of the institution, and of submitting to you such details as may enable the Court to exercise its final judgment on the whole plan.

140. The expense of the institution is greatly overbalanced by the importance and magnitude of its beneficial consequences. I should be guilty of disrespect as well as of injustice towards the East India Company, if I could suggest that the court of Directors, with a full knowledge of the objects and principles of this institution, and with ample proofs of its actual success, could now admit an opinion, that the sum of money now requisite to defray its charges, might be applied to any purposes more beneficial to the interests of the Company in India.

141. I therefore close this letter, with a perfect confidence that the honourable Court will issue without delay a positive command for the continuance of the College of Fort William until further orders; and although my resignation of the office of Governor-general precludes the hope of my being employed as the instrument for restoring this important benefit to these valuable dominions, I shall embark from India with a firm reliance, that my successor will execute the salutary orders of the honourable Court for the restoration of the College of Fort William with the same sentiments of

zeal for the public service, and of attachment to the public interests and honour, which induced me to found that institution.

I have the honour to be,

with the greatest respect and esteem,

SIR,

Your most obedient and faithful Servant,

WELLESLEY.

Fort William, August 5th, 1802.

No. V.

ACCOUNT OF THE SECOND DISPUTATIONS IN THE ORIENTAL LANGUAGES, HOLDEN THE 29TH MARCH, 1803; WITH THE SPEECH DELIVERED ON THAT OCCASION, BY MARQUIS WELLESLEY, AS VISITOR OF THE COLLEGE.

COLLEGE OF FORT WILLIAM, JULY 25, 1803.

ON Tuesday the 29th of March last, being the day appointed by his Excellency the Visitor for the public disputations in the Oriental languages, the Governors, Officers, Professors, and Students of the College assembled at nine o'clock at the New Government House.

At a little before ten, his Excellency the Visitor, accompanied by the Honourable the Chief Justice, the Members of the Supreme Council, the Members of the Council of the College, and the Officers of his Excellency's suite, entered the southern room on the marble floor, and took his seat at the west end of the room.

In front of his Excellency seats were placed for the professors, and for such students as were to maintain the disputations, or to receive prizes and honorary rewards.

As soon as his Excellency had taken his seat, the disputations commenced in the following order.

DISPUTATION IN THE PERSIAN LANGUAGE.

Position. " The natives of India under the British govern-
" ment, enjoy a greater degree of tranquillity, security and
" happiness, than under any former government."

Defended by Mr. R. Jenkins, Bombay.
Chief opponent, Mr. T. Hamilton, Madras.
Second opponent, Mr. J. Wauchope.
Moderator, Lieutenant J. Baillie, Professor.

DISPUTATION IN THE HINDOOSTANEE LANGUAGE.

Position. " The suicide of Hindoo widows, by burning
" themselves with the bodies of their deceased husbands, is a
" practice repugnant to the natural feelings, and inconsistent
" with moral duty.

Defended by Mr. W. Chaplin, Madras.
Chief opponent, Mr. R. T. Goodwin, Bombay.
Second opponent, Mr. R. C. Ross, Madras.
Moderator, John Gilchrist, Esq. Professor.

DISPUTATION IN THE BENGALEE LANGUAGE.

Position. " The distribution of Hindoos into casts retards " their progress in improvement."

Defended by Mr. J. Hunter.
Chief opponent, Mr. W. B. Martin.
Second opponent, Mr. W. Morton.
Moderator, W. C. Blaquiere, Esq.

DECLAMATIONS IN THE ARABIC LANGUAGE

Were pronounced by Mr. R. Jenkins and Mr. E. Wood.

At the conclusion of the disputations in the Persian, Hindoostanee, and Bengalee languages, an appropriate speech in the language of the disputation was made by the respective moderators.

At the conclusion of the declamations in the Arabic language, Lieutenant Baillie, the professor of Arabic, delivered a speech in that language.

When the disputations and the Arabic declamations and speeches were concluded, his Excellency signified to the officers of the College his directions that the prizes and honorary rewards should be distributed in his presence on the ensuing day. His Excellency also notified his intention to confer the

degree of honour established by the statutes on several students, whom he had directed the council of the College to present to him, for that purpose.

On Wednesday the 30th March, His Excellency the Visitor entered the room about half past eleven o'clock, accompanied by the Honourable the Chief Justice, the Members of the Supreme Council, the Members of the Council of the College, and the Officers of his Excellency's suite.

As soon as the Visitor had taken his seat, the Vice-provost proceeded to present to his Excellency those students who were entitled under Statute VIII. to receive degrees of honour, and whose presentation had been previously directed by his Excellency. The Vice-provost publicly read the certificate granted by the council of the College to each student respectively, specifying the high proficiency which he had made in the Oriental languages, and also the regularity of his conduct during his residence at College. When the certificate had been read, his Excellency the Visitor presented to each student the honorary diploma inscribed on vellum in the Oriental character; purporting that the committee of public examination having declared that the student had made such proficiency in certain of the Oriental languages as entitled him to a degree of honour in the same, his Excellency was pleased to confer the said degree, in conformity to the statute.

The students now leaving College, on whom his Excellency was pleased to confer a degree of honour on this occasion, were,

Mr. William Butterworth Bayley, of the establishment of Bengal.

Mr. Richard Jenkins, of the establishment of Bombay.

Mr. William Byam Martin, of the establishment of Bengal.

Mr. Terrick Hamilton, of the establishment of Fort St. George.

Mr. William Chaplin, of the establishment of Fort St. George.

Mr. Edward Wood, of the establishment of Fort St. George; and,

Mr. Richard Thomas Goodwin, of the establishment of Bombay.

At the same time a degree of honour was conferred on the following students of last year:

Mr. Jonathan Henry Lovett, of the establishment of Bombay; and

Mr. Charles Lloyd, of the establishment of Bengal.

After the degrees of honour had been conferred, the prizes, medals, and honorary rewards adjudged at the late public examination were distributed by the Provost, in presence of the Visitor, to the following students:

Messrs. Jenkins,	Messrs. Gowan,
Martin,	Newnham,
Chaplin,	Sprot,
Hamilton,	Bourchier,
Wood,	Sparrow,
Goodwin,	Elliott,
Hunter,	Cole,
Wauchope,	Puller,
Ross,	Walker,
Morton,	Plowden, and
Romer,	Turnbull.

After the prizes and honorary rewards had been distributed, his Excellency the Visitor was pleased to deliver the following speech:

GENTLEMEN OF THE COLLEGE OF FORT WILLIAM,

From the foundation of this College to the present time, the state of Political affairs has not permitted me to discharge the grateful duty of presiding at your public exercises; my attention however has not been withdrawn from the progress, interests and conduct of this institution. The principles on which

this institution is founded, the spirit which it is designed to diffuse, and the purposes which it is calculated to accomplish, must enhance the importance of its success, in proportion to the exigence of every public crisis, and to the progressive magnitude, power, and glory of this empire.

In the difficulties and dangers of successive wars, in the most critical juncture of arduous negotiations, in the settlement of conquered and ceded provinces, in the time of returning peace, attended by the extension of our trade, by the augmentation of our revenue, and by the restoration of public credit, I have contemplated this institution with conscious satisfaction and with confident hope. Observing your auspicious progress under the salutary operation of the statutes and rules of the College, I have anticipated the stability of all our acquisitions, and security and improvement of every advantage which we possess.

From this source, the service may now derive an abundant and regular supply of public officers, duly qualified to become the successful instruments of administering this government in all its extensive and complicated branches; of promoting its energy in war; of cultivating and enlarging its resources in peace; of maintaining in honour and respect its external relations with the native powers; and of establishing (under a just and benignant system of internal administration) the prosperity

of our finances and commerce, on the solid foundations of the affluence, happiness, and confidence of a contented and grateful people.

These were the original purposes of this foundation, which was destined to aid and animate the efforts of diligence and natural genius, contending with the defects of existing establishments; to remove every obstacle to the progress of the public servants in attaining the qualifications requisite for their respective stations; to enlarge and to facilitate the means of acquiring useful knowledge; and to secure by systematic education, fixed regulation, and efficient discipline, that attention to a due course of study, which had hitherto depended on individual disposition, or accidental advantage.

The necessity of providing such a system of education was not diminished by the numerous instances existing in the Company's service of eminent Oriental learning, and of high qualification for public duty. A wise and provident government will not rest the public security for the due administration of affairs, on the merits of any number or description of its public officers at any period of time. It is the duty of government to endeavour to perpetuate the prosperity of the state by an uniform system of public institution; and by permanent and established law, to transmit to future times, whatever benefits can be derived from present example, of wisdom, virtue, and

learning. The supposition of an universal deficiency in that knowledge which this College is calculated to extend, has never constituted a fundamental principle of the institution. Far from resting on such foundations, this institution could not have endured for an hour, it could not have commenced, without the active aid of learning, talents, and virtues, furnished from the bosom of the service.

The origin of this College, its present prosperity, and its beneficial effects, are to be ascribed in a great degree to the assistance which I have derived from those respectable characters in the higher branches, and in various departments of the service, who by contributing their zealous exertions to promote the success of the institution, have endeavoured to extend the benefit of their useful acquisitions, and of their salutary example; and to continue in the public service a succession of merit similar to that, which has distinguished their conduct in their respective stations.

With these sentiments, during my absence from the presidency, it was highly satisfactory to me, that my authority in this College should have been represented by a gentleman who is peculiarly qualified to appreciate the advantages of the institution, and to accelerate its success; and whose eminent character, and honourable progress in the service, furnish at once the most perfect example, which can be proposed for your

imitation, and the most powerful incitement, which can be offered to your ambition.

The report which I received from Mr. Barlow, of the progress of the institution, during the first year of its operation, satisfied me, that many of the students had been considerably distinguished, not only by proficiency in the Oriental languages and literature, but by a laudable observance of the statutes and rules of the College; that the officers, professors, and teachers, had manifested an uniform zeal and attention in the discharge of their respective duties; that the public examinations had been conducted with great knowledge and ability, and had proved highly creditable to the general character of the students; while the disputation in the Persian, Bengalee, and Hindoostanee languages, had afforded an extraordinary example of the progress of the students, who had maintained public arguments in those languages on the 6th of February, 1802.

The result of the examination holden in January last, at the conclusion of the fourth term of the year 1802, and the public disputations which have been maintained in my presence, have afforded me the cordial satisfaction of witnessing the progressive improvement of the students in every branch of Oriental language and literature, in which lectures have been opened. I am happy to observe, that in the Persian, Hindoostanee, and

Arabic classes, the comparative proficiency at the last examination exceeds that which appeared on the 6th February, 1802. In the Bengalee language, a considerable proficiency has been manifested. In the course of the last year, a commencement has been made in the study of the Tamul and Shanscrit languages; and the great improvement of the students in the Arabic languages, has been rendered particularly conspicuous by the declamations in that language holden for the first time on this occasion.

The degrees of honour which I have conferred this day on

Mr. William Butterworth Bayley,

Mr. Richard Jenkins,

Mr. William Byam Martin,

Mr. Terrick Hamilton,

Mr. William Chaplin,

Mr. Edward Wood,

Mr. Richard Thomas Goodwin,

Mr. Jonathan Henry Lovett,—and

Mr. Charles Lloyd,

sufficiently indicate, that the proficiency which has been made in Oriental literature, has been intimately connected with other liberal attainments, and has been united to a correct observance of the statutes and rules of the College.

Considerable force and an intimation have been derived to

the principles of the institution, from honourable emulation which has existed between the students of different establishments assembled at Fort William.

I have experienced sincere pleasure in witnessing the examples of merit, which have appeared among the students from Fort St. George and Bombay, as well as among those of this establishment; but those of Fort St. George and Bombay, have furnished numerous instances of extensive knowledge and useful talents of the most laudable industry, and of the purest principles of integrity and honour, acquired, formed, or confirmed under this institution. I entertain a confident hope, that their future course in the public service, will justify my present approbation, and will confirm the happy promises of their education. The conduct of the gentlemen now departing for Fort St. George and Bombay merits my most cordial commendation. They will communicate to their respective presidencies, the full benefit of these useful and honourable qualifications, which must for ever render their names respectable in this settlement, and must inspire this service with a peculiar interest in their future progress and success.

It has been a principal object of my attention to consolidate the interests and resources of the three presidencies; to promote in each of them a common spirit of attachment to their mutual prosperity and honour; to assimilate their principles,

views, and systems of government; and to unite the co-operation of their respective powers in the common cause by such means, as might facilitate the administration of this extensive empire in the hands of the supreme government. May those gentlemen, now departing to the subordinate presidencies, accompanied by the applause and affections of this society, remember with reverence and attachment, the source, whence they have derived the first principles of instruction in the duties of that service which they are qualified to adorn!

My most sincere acknowledgments are offered to the learned gentlemen, who have assisted at the examinations, and who have discharged the duty of professors and teachers in the several departments.

Their knowledge, talents, and skill, can be equalled only by the indefatigable zeal, industry, and happy success with which they have promoted the object of this institution. The assiduity and learning of these gentlemen have produced many able and useful works in Oriental languages and literature, which have been published since the commencement of the institution, and which have accelerated its beneficial effects. Continuations of these works are now in a state of considerable progress; and many additional works of a similar description are actually prepared for publication. The professors and teachers of the Persian, Arabic, Hindoostanee, Bengalee,

Shanscrit, and Tamul languages, are now diligently employed in composing grammars and dictionaries, and in preparing translations and compilations for the use of the students in their respective departments. The operation of these useful labours, will not be confined to the limits of this institution, or of this empire. Such works tend to promote the general diffusion of Oriental literature and knowledge in every quarter of the globe, by facilitating the means of access to the elementary study of the principal languages of the East. The exertions of the professors have received considerable aid from the numerous body of learned natives attached to the institution; and the labours of those learned persons have also contributed to increase the general stock of Oriental knowledge.

Reviewing all these circumstances, and considering the industry and ability manifested by the professors and teachers; the successful advancement which has already been effected in the general extention of the most useful practical and necessary branches of Oriental learning; the progressive improvement manifested by the students in every class of their prescribed studies; the frequent instances, attested by the public certificates, of laudable and exemplary attention to the discipline, statutes and rules of the College; and the supply of highly qualified public officers, which the service has actually received from this institution, added to the number of those who proceed

on this day to apply the attainments acquired in this College to the benefit of the Company and of the nation; it is my duty to declare, in the most public and solemn manner, that this institution has answered my most sanguine hopes and expectations; that its beneficial operation has justified the principles of its original foundation: and that the administration and discipline of the College have been conducted with honour and credit to the character and spirit of the institution, and with great advantage to the public service.

No. VI.

ACCOUNT OF THE THIRD DISPUTATIONS IN THE ORIENTAL LANGUAGES, HOLDEN THE 20TH SEPTEMBER, 1804; WITH THE SPEECH DELIVERED ON THAT OCCASION BY HIS EXCELLENCY MARQUIS WELLESLEY, AS VISITOR OF THE COLLEGE.

COLLEGE OF FORT WILLIAM, SEPTEMBER 29, 1804.

On Thursday the 20th instant, being the day appointed by his Excellency the Visitor for the public disputations in the Oriental languages, the Governors, Officers, Professors, and Students of the College, assembled at half past nine o'clock at the Government House.

At ten o'clock his Excellency the Visitor entered the room where the disputations were to be held, accompanied by the honourable the Chief Justice, the Judges of the Supreme Court, the Members of the Supreme Council, the Members of the Council of the College, Major-general Cameron, Major-general the Honourable Arthur Wellesley, Major-general Dowdeswell,

and Soliman Aga the Envoy from Bagdad. All the principal civil and military officers at the presidency, and many of the British inhabitants, were present on this occasion; and also many learned natives.

In front of his Excellency's chair, seats were placed for the Professors, and for such students as were to maintain the disputations, or to receive prizes and honorary rewards.

As soon as his Excellency had taken his seat, the disputations commenced in the following order:

I. HINDOOSTANEE.

Position. "The Shanscrit is the parent language of India."

Defended by Mr. Romer, Bombay.
Chief opponent, Mr. Walker.
Second opponent, Mr. Gowan.
Moderator, Captain Mouat.

II. PERSIAN.

Position. "The poems of Hafiz are to be understood in a "figurative, or mystical sense."

Defended by Mr. Swinton.
Chief opponent, Mr. Oliver, Madras.
Second opponent, Mr. Perry.
Moderator, M. Lumsden, Esq.

III. BENGALEE.

Position. "The translations of the best works extant in the "Shanscrit into the popular languages of India, would pro- "mote the extension of science and civilization."

Defended by Mr. Tod, senior.
Chief opponent, Mr. Hayes.
Second opponent, Mr. Impey, senior.*
Moderator, Mr. Carey.

IV. ARABIC.

Position. "The study of the Arabic is essentially necessary "to the attainment of a grammatical knowledge of the Persian "language."

Defended by Mr. Oliver, Madras.
Chief opponent, Mr. Wauchope.
Second opponent, Mr. Perry.
Moderator, M. Lumsden, Esq.

V. SHANSCRIT.

DECLAMATION IN THE SHANSCRIT LANGUAGE,

By Mr. Gowan.

* Mr. Impey was prevented by sickness from attending the disputations.

At the conclusion of each disputation, an appropriate speech in the language of the disputation, was made by the respective moderators.

At the conclusion of the declamation in the Shanscrit language, Mr. Carey, teacher of Shanscrit, delivered a speech in that language.

When the disputations and declamations were concluded, his Excellency signified to the officers of the College, his directions that the prizes and honorary rewards should be distributed in his presence on the Saturday following. His Excellency also notified his intention to confer the degree of honour established by the statutes on several students, whom he had directed the council of the College to present to him, for that purpose.

On Saturday the 22d of September, his Excellency the Visitor entered the room at eleven o'clock, accompanied by the Honourable the Chief Justice, the Judges of the Supreme Court, the Members of the Supreme Council, the Members of the Council of the College, Major-generals Cameron, Wellesley, and Dowdeswell, and the Officers of his Excellency's suite.

As soon as the Visitor had taken his seat, the Vice-provost proceeded to present to his Excellency, those students who were entitled under Statute VIII. to receive degrees of honour, and whose presentation had been previously directed by his

Excellency. The Vice-provost publicly read the certificate granted by the council of the College to each student respectively, specifying the high proficiency which he had made in the Oriental languages, and also the regularity of his conduct during his residence at College. When the certificate had been read, his Excellency the Visitor presented to each student the honorary diploma, inscribed on vellum in the Oriental character; purporting that the committee of public examination having declared that the student had made such proficiency in certain of the Oriental languages as entitled him to a degree of honour in the same, his Excellency was pleased to confer the said degree in conformity to the statute.

The students now leaving College, on whom his Excellency was pleased to confer a degree of honour on this occasion, were,

Mr. George Swinton, of the establishment of Bengal.

Mr. William Oliver, of the establishment of Fort St. George.

Mr. John Wauchope, of the establishment of Bengal.

Mr. Henry George Keene, of the establishment of Fort St. George.

Mr. John Romer, of the establishment of Bombay.

Mr. John Walker, of the establishment of Bengal.

Mr. Clotworthy Gowan, of the establishment of Bengal;—and

Mr. Thomas Perry, of the establishment of Bengal.

After the degrees of honour had been conferred, the prizes, medals, and honorary rewards, adjudged at the late public examination, were distributed by the Provost, in presence of the Visitor, to the following students now leaving College:

Messrs. George Swinton,
William Oliver, Madras,
John Wauchope,
Henry George Keene, Madras,
John Romer, Bombay,
John Walker,
Clotworthy Gowan,
Thomas Perry,
Alexander Bruere Tod,
William Gorton,
Hastings Impey,
Trevor Chicheley Plowden,
William Sanders, Madras,
Wigram Money,
James Hayes,
Edward Impey,
Hon. Arthur Henry Cole, Madras,
James Sprot,—and
Byrom Rowles, Bombay.

Honorary rewards were presented at the same time, to the following junior students, remaining in College:

Messrs. Montague Henry Turnbull,
Henry Alexander,
Henry Shakspear,
Thomas Chisholme Scott,
William Henry Robinson,
William Fraser,
Shearman Bird,
Hugh Hope,
George Hugh Christian,
Edward Parry,
William Wilberforce Bird,
Mordaunt Ricketts,
Thomas Newnham,—and
Philip Monckton.

After the prizes and honorary rewards had been distributed, his Excellency the Visitor was pleased to deliver the following speech:

GENTLEMEN OF THE COLLEGE OF FORT WILLIAM,

The successful progress of this institution during the last year, has been manifested by the satisfactory result of the public

examinations and exercises, by the various useful works in Oriental literature, published under the auspices of the College, and by the general conduct of the students, in the diligent and laudable observance of their prescribed duties.

The instruction of the students in the Oriental languages constitutes a primary object of the institution. In pursuing this important object, a more considerable advancement has been accomplished, during the last year, than in any preceding period of the existence of the institution. In the Persian, Hindoostanee, and Arabic classes, the comparative proficiency of the most distinguished scholars, has surpassed the utmost attainment of former years; while the comparative number of students who have attained a competent knowledge of those languages has not been diminished. Declamations in the Arabic language were pronounced, for the first time, at the public disputations of the year 1803. On the present occasion, the improvement of the students in the knowledge of the Arabic language is apparent, from the disputations maintained in that language.

A commendable proficiency has been made by those students who have applied their attention to the vernacular language of Bengal: a more general attention to the study of that language is, however, desireable; and I recommend this subject to the consideration of the officers and students of the College.

The declamation pronounced on the present occasion, in the Shanscrit language, forms a peculiar distinction in the exercises of this year: the difficulties which have embarrassed the attainment of a correct knowledge of that ancient language appear to have been considerably diminished, by the zeal, assiduity, and talents of the professors and students, and by the exertions which have been successfully employed, to facilitate the study of its elementary principles.

A general improvement has been made by the students in writing the Persian, Nagree, and Bengalee character. This attainment is highly useful, and tends to promote a more correct knowledge, and more familiar use of the language, to which each character is appropriated.

Of the students who now enter the public service, some have successfully commenced the study of the Mohummedan law.

In conferring degrees of honour upon

Mr. George Swinton,

Mr. William Oliver,

Mr. John Wauchope,

Mr. George Henry Keene,

Mr. John Romer,

Mr. John Walker,

Mr. Clotworthy Gowan,—and

Mr. Thomas Perry,

it is highly satisfactory to me to be enabled to declare, that the general proficiency of those gentlemen in the Oriental languages, exhibits the most convincing proof of the prosperous course of this institution. In each successive year the standard of comparative merit has been progressive in the highest classes; on the present occasion, the gentlemen who have received degrees of honour, afford an honourable example of the rapid progress of a system of education, calculated to open and enlarge the sources of Oriental knowledge, and to excite and maintain the spirit of emulation in its pursuit.

In addition to these instances of extraordinary and distinguished merit, the general state of the examinations of January, 1804, and the reports of the several professors, have satisfied me, that a great majority of the students who proceed to the service in this year, has attained a proficiency in the Oriental languages, sufficient to afford essential aid in the several departments to which they have been appointed.

The delay, which the exigency of my numerous and laborious public duties has occasioned in the period of the annual disputations, has enabled me to signify at this time, the cordial satisfaction which I have derived from examining the reports of the officers of the College, at the close of the second Term of 1804, respecting the proficiency and conduct of the students who now remain subject to the rules of the College. With sincere plea-

sure I observe, that the general spirit of emulation in their prescribed studies not only continues unabated, but has acquired additional strength and ardour; that their general progress has been attended with extraordinary success; and that the instances of diligent application and considerable attainments are so numerous among them, as to promise high honour to their characters, permanent advantage to their interests, and those of the public, and augmented credit to the institution, which has favoured their progress, and accelerated their success.

In distributing the official appointments of the present year, the attention of the Governor-general in council has been anxiously directed to the important purposes of encouraging industry and diligence, and of apportioning offices and distinctions to those whose attainments under this institution afford a fair promise of adequate qualification for the public service.

The same spirit of justice will continue to regulate the proceedings of the Governor-general in council; and the due rewards of merit will ever be secure in the honourable hands destined to exercise the arduous charge of this great government.

They who now proceed to the public service may therefore anticipate a just but vigilant observation of their conduct, in the discharge of their respective official functions, and may be assured that their future promotion will be proportioned to

their respective merits; while those students who remain subject to the rules of the College, may contemplate with confidence the plain and direct course which leads to prosperity and honour in this service.

The students from the establishments of Fort St. George and Bombay have justly obtained the most eminent honour on this occasion. Their high attainments and distinguished industry and talents will be received with ample encouragement at their respective presidencies, and cannot fail to contribute useful aid in the administration of the extensive dominions subjected to Fort St. George and Bombay, by the success of our counsels and arms. In departing from this College, and from this presidency, their sense of grateful respect and attachment will be best evinced by preserving and improving the benefits of the education which they have received, and by cultivating and diffusing in their respective stations, the principles of this institution, and the example of this service.

Considerable exertions have been employed during the last year in publishing elementary works of general utility in the Shanscrit, Bengalee, Hindoostanee, Arabic, and Persian languages. A grammar of the Tamul language has also been composed in this College, and in consequence of the transfer of the Tamul department to Fort St. George, has been transmitted in manuscript to that presidency. Great improvements

have been introduced in the art of printing the Oriental characters, by native artists; and several of the learned natives are employed in publishing various works of Oriental literature, under the aid derived from the improved art of printing.

It is proper in this place to add, that a successful commencement has been made in the study of the Mahratta language, and that public examinations in that language may be expected in the approaching month of January.

Adverting to these circumstances, the primary object of this College, in the diffusion of Oriental knowledge among the public officers of the British government in India, appears to have been promoted, during the last year, to an extent highly creditable to the character of the institution, and beneficial to the service of the state. In the mean while, the general conduct of the students has been conformable to the prevalent spirit of study, and of honourable emulation in laudable pursuits.

Many instances have been distinguished of exemplary propriety in the observance of the Rules and Statutes of the College: exceptions of comparative irregularity must occur in every large society; but they have neither been numerous nor important: in all instances they have been duly noticed, and in most, effectually corrected.

The reports which I have received of the conduct of the present students have satisfied me, that they will continue to

observe a strict conformity to the discipline enjoined by the Rules and Statutes of the College. The observance of all the Statutes is equally essential to the interests and honour of the students; nor is their duty confined merely to the diligent pursuit of the prescribed course of study. The intention of the Statutes is not only to provide instruction in the Oriental languages, and in the several branches of study immediately connected with the performance of official functions, but to prescribe habits of regularity and good order. My principal purpose in founding this institution was, to secure the junior servants of the Company from all undue influence in the discharge of their official functions, and to introduce them into the public service in perfect freedom and independence, exempt from every restraint, excepting the high and sacred obligations of their civil, moral, and religious duty.

With this salutary view, the Statutes furnish the means and enforce the necessity of acquiring that knowledge, without which, every public officer must become dependant upon the influence of those whom he is appointed to control.

With the same view, the Statutes have prescribed a due attention to those habits of regularity and order, which cannot be neglected without the immediate hazard of forfeiting all independence and freedom of action, without endangering every safeguard of integrity, and every security of reputation and honour.

The high character of the East India Company, the fame and glory of our country in this remote region, demand from you a correct observance of all those Rules which have been framed for the purpose of securing you against the evils of ignorance, indolence, and extravagance, and of qualifying you in knowledge, in freedom, in virtue, and honour, to administer to these populous and opulent provinces the blessings of a just, an honest, a British government.

The advantages provided for you by the liberality and munificence of the Company under this institution, are unrivalled in the history of the world: your gratitude will be manifested, if you shall employ those advantages to the advancement of your own reputations and interests, by pursuing that course of diligence, industry, regularity, and order, which will conduct you to the faithful accomplishment of all your duties, and enable you to perpetuate the ultimate objects of this institution—the prosperity and honour of the British empire in India.

No. VII.

ACCOUNT OF THE FOURTH DISPUTATIONS IN THE ORIENTAL LANGUAGES, HELD ON THE 9TH FEBRUARY, 1805; WITH THE SPEECH DELIVERED ON THAT OCCASION, BY HIS EXCELLENCY MARQUIS WELLESLEY, AS VISITOR OF THE COLLEGE.

COLLEGE OF FORT WILLIAM, FEBRUARY 16, 1805.

On Saturday the 9th instant, being the day appointed by his Excellency the Visitor for the public disputations in the Oriental languages, the Governors, Officers, Professors, and Students of the College, assembled at half past nine o'clock at the Government House.

At ten o'clock his Excellency entered the room where the disputations were to be held, accompanied by the Honourable the Chief Justice, the Judges of the Supreme Court, the Members of the Supreme Council, and the Members of the Council

of the College. The principal civil and military officers at the presidency: and many learned natives were present on the occasion.

As soon as his Excellency had taken his seat, the disputations commenced in the following order;

I. HINDOOSTANEE.

Position. "The Oriental languages are studied with more "success in India than in England; and with greater advan- "tage to the public service."

Defended by Mr. Turnbull.
Chief opponent, Mr. Scott.
Second opponent, Mr. Christian.
Moderator, Captain Mouat.

II. PERSIAN.

Position. "The Persian language is of more utility in the "general administration of the British empire in India than "the Hindoostanee."

Defended by Mr. Scott.
Chief opponent, Mr. Turnbull.
Second opponent, Mr. Littledale.
Moderator, M. Lumsden, Esq.

III. DECLAMATION IN THE BENGALEE LANGUAGE,

By Mr. Marjoribanks.

IV. DECLAMATION IN THE ARABIC LANGUAGE,

By Mr. Littledale.

V. DECLAMATION IN THE MAHRATTA LANGUAGE,

By Mr. Trower.

At the conclusion of each disputation, an appropriate speech in the language of the disputation, was delivered by the respective moderators.

When the disputations and declamations were concluded, his Excellency signified to the officers of the College his directions, that the prizes and honorary rewards should be distributed in his presence, on Monday the 11th of February. His Excellency also notified his intention to confer the degree of honour established by the Statutes, on certain students, whom he had directed the council of the College to present to him for that purpose.

On Monday the 11th of February, his Excellency the Visitor entered the room at eleven o'clock, accompanied by the Honourable the Chief Justice, the Judges of the Supreme Court, the Members of the Supreme Council, the Members

of the Council of the College, and the Officers of his Excellency's suite.

As soon as the Visitor had taken his seat, the Vice-provost proceeded to present to his Excellency, those students who were entitled under Statute VIII. to receive degrees of honour, and whose presentation had been previously directed by his Excellency. The Vice-provost publicly read the certificate granted by the council of the College to each student respectively, specifying the high proficiency which he had made in the Oriental languages, and also the regularity of his conduct during his residence at College. When the certificate had been read, his Excellency the Visitor presented to each student the honorary diploma, inscribed on vellum in the Oriental character; purporting that the committee of public examination having declared that the student had made such proficiency in certain of the Oriental languages as entitled him to a degree of honour in the same, his Excellency was pleased to confer the said degree, in conformity to the statute.

The students now leaving College, on whom his Excellency was pleased to confer a degree of honour on this occasion, were,

Mr. Thomas Chisholme Scott,

Mr. Montague Henry Turnbull,

Mr. Joseph Littledale;—and

Mr. James Marjoribanks.

After the degrees of honour had been conferred, the prizes, medals, and honorary rewards, adjudged at the late public examination, were distributed by the Provost, in presence of the Visitor, to the following students now leaving College:

Messrs. Thomas Chisholme Scott,
Montague Henry Turnbull,
Joseph Littledale,
James Marjoribanks,
William Fraser,
Henry Shakespear,
Hugh Hope,
Henry Alexander,
William Trower,—and
Shearman Bird.

Honorary rewards were presented, at the same time, to the following junior students, remaining in College:

Messrs. Hugh George Christian,
Edward Parry,
Henry Newnham,
William Wilberforce Bird,
William Beckford Gordon,
Charles Chapman,
George John Siddons,
Walter Ewer,—and
Edward Maxwell.

After the prizes and honorary rewards had been distributed, his Excellency the Visitor was pleased to deliver the following speech:

GENTLEMEN OF THE COLLEGE OF FORT WILLIAM,

At the close of the public disputations of the last year, the delay which had protracted the period of your annual meeting, enabled me to signify my judgment with regard to the progress of the institution at an advanced period of the season.

On that occasion, having expressed to you my approbation of your general conduct, and having adverted to such objects as appeared to me to demand your particular attention, my duty on this day appears to be limited to the consideration of the state and condition of this institution, within the period of time which has elapsed since the conclusion of the last disputations.

The diminution of the total number of the students by the separation of the gentlemen of the establishments of Fort St. George and Bombay, has unavoidably affected the number and variety of the public exercises pronounced, and of the honours conferred, on the present occasion.

The sphere of emulation and competition has been contracted by the necessary operation of the same cause; but I am happy to perceive, that you have persevered in the indefatigable exertion of your general zeal, industry, and spirit of study.

The students who have maintained arguments at the public disputations on the present occasion, have not passed through a course of study equal, in point of duration, with that which enabled the students of former years to attain the honours attached to similar public exercises. Notwithstanding this disadvantage, the gentlemen who have held disputations on the present occasion, have successfully rivalled their most distinguished predecessors in correct language, fluent expression, and accurate pronunciation.

The degrees of honour conferred this day on

Messrs. Thomas Chisholme Scott,

Montague Henry Turnbull,

Joseph Littledale,—and

James Marjoribanks,

are the public and just rewards of merit, which has not been surpassed by any student of this College: and I entertain a confident hope, that the public services of these gentlemen will prove valuable to the interests of the Company, and of our country in India.

The students distinguished by prizes and honorary rewards, are also entitled to commendation; and the principles of public justice demand my applause of the attainments of the greater proportion of those, who now proceed to the public service,

It is satisfactory to be enabled to declare, that the general conduct and progress of the students continue to merit the approbation of this government, and to reflect considerable honour on the character of the institution, and on the knowledge, talents, skill, and diligence of the Professors in the discharge of their respective duties.

At the last disputation, I expressed my desire, that a more general attention should be paid to the study of the vernacular language of Bengal. I observe with pleasure, that a degree of honour has been merited and conferred on this day, for high proficiency in that language, and that the study of that useful attainment is now prosecuted by many of the students with diligence and success.

In the Mahratta language, a progress has been made, which merits approbation and encouragement. The declamation pronounced for the first time in that language is highly creditable to the gentleman who pronounced it, and to the learned Professor, under whose care the students in that department have manifested meritorious industry and application, attended by great success, within a limited period of time.

The compilation and publication of useful works in the Oriental languages have proceeded with unabated spirit, and with eminent public advantage, by affording additional facilities throughout India in the general attainment of the several languages requisite for the conduct of the service.

Amongst useful works of this description, a grammar of the Mahratta language has been compiled and printed, and a vocabulary of the same language is now in the press.

Since the last meeting, therefore, the promotion of Oriental knowledge in the British service in India, has proceeded with encreased success by the progress of the studies and labours of the gentlemen of this College.

The attention of the officers and students of the College, appears also to have been successfully directed to those important objects of discipline, regularity, and good order, which formed an essential part of my recent admonitions from this place. My most solemn and sacred duty demands, that I should enforce those admonitions on every seasonable occasion, and by every attainable sanction of reward, encouragement, and authority. I cannot therefore omit this public opportunity of expressing my particular satisfaction in the conduct of those students, who have manifested their qualification for the due discharge of the highest stations in this service, by an attentive observance, not merely of the letter, but of the true spirit of the statues, which prescribe a strict attention to the maxims of regularity, economy, and good order.

The most eminent and brilliant success in the highest objects of study, will prove an inadequate qualification for the service of the Company, and of our country in India, if the just

application of those happy attainments be not secured, by a solid foundation of virtuous principles, and correct conduct. The whole system of the education which you have received at home, furnishes abundant explanation of the principles and objects of the statutes of this College, which ordain a due attention to the order and regularity of your private economy, and to those habits of life calculated to protect you from future embarrassment and distress, in the exercise of your public duties: and the vital principle of this service, combined with the preservation of your most urgent interests, and of your most sacred honour in this country, requires me to inculcate and to enjoin the indispensable necessity of your strict conformity to these essential articles of the statutes.

In closing the proceedings of this day, I have the satisfaction to signify to you, that a considerable progress has been made in the arrangements requisite to promote and to facilitate, in this College, the study of the laws and regulations enacted by the Governor-general in council, for the government of the British territories subject to the presidency of Bengal.

With the able assistance of the principal public officers of this government, the commencement of a regular system of study in that important branch may be expected during the course of the present year.

To this system of study, it is my intention to add rewards

and honours calculated to distinguish the merits of those students, who shall appear at the examinations to have attained eminent knowledge of the laws and regulations which they are destined to administer in their several stations to the people of these extensive provinces.

In the original foundation of this College, it was my intention to have provided sufficient means of instruction for the students in the principles of general jurisprudence, and of the law of nations, connecting that course of study with the principles of the Mohummedan and Hindoo law, and with those of the wise, and salutary code of laws, introduced by that great and worthy statesman, the Marquis Cornwallis, for the administration of these provinces; and improved and extended by succeeding governments, with the aid of the talents, knowledge, and virtues of Sir George Barlow; whose merits and services towards his country and mankind, in the formation and subsequent improvement of that code, are to be traced in the encreasing prosperity and happiness of every province in the empire, to which it has been extended.

Unavoidable circumstances have prevented the institution of a regular course of lectures in the general principles of jurisprudence and of the law of nations. It is my duty, however, earnestly to recommend the study of the most approved elementary works in this branch to all the students of the

College. The knowledge of these general principles will prove of the utmost advantage in every department of this service. To those destined for the judicial department, the necessity of such a course of study is obvious and incontrovertible. But in every department of the service, the knowledge of the leading maxims of general law, will tend to secure a due observance, not only of the regulations of the government, but of the principles of universal justice and equity towards every class of our numerous and various subjects, and of all the native inhabitants of India.

The study of the Mohummedan and Hindoo codes of law will be facilitated by the works extant on those subjects; to which the attention of the students should be carefully directed. In the course of the present year, I trust, that a considerable progress may be made with the aid of the learning and skill of the principal judicial officers of this government, in establishing a regular course of study in the Mohummedan and Hindoo codes of law.

But the accurate study of the regulation, and laws of this government, under the guidance of the respectable and learned Professor in that department, will afford ample opportunity of advantage and distinction to those students, who shall pursue such a course with diligence and attention.

In pursuing that course, the general objects of this system

of laws and regulations, will be manifest in the due distribution of the legislative, executive, and judicial authorities of the state, in the establishment of an impartial administration of justice according to the existing laws, and in the provision of gradual means for the improvement of those laws.

It is not my intention at this time to investigate the principles which constitute the basis of this code, or to trace their connection with the general maxims of jurisprudence, with the spirit of the British constitution, or with the doctrines of the Mohummedan and Hindoo codes, and the customs, manners, and habits of our native subjects. Nor will I attempt, on this occasion, to describe the condition of these provinces with respect to the administration of justice and to their internal civil constitution, either under the native government, or under the British power, previously to the introduction of the existing code of laws and regulations.

It is sufficient for me to direct your attention to the indispensable necessity of acquiring a correct knowledge of the existing laws and regulations, for the purpose of enabling you to discharge your duty to the Company, to your country, and to the people of these populous provinces.

In every station in which you can be placed during the course of your public service, the due execution of these laws

and regulations must, in a certain degree, depend upon your conduct. You must be either the instruments for the administration of the laws, or the direct objects of their salutary control and restraint; in every instance you will be subject to their general authority; and it will be your duty to conform to their spirit, to aid their operation, and to suggest every practicable improvement in their provisions and regulations. Under such solemn obligations, I entertain a firm expectation that, in the prosecution of the object of study now recommended to your attention, you will display the same zeal, industry, and success, which have marked the progress of the great body of the students of this College in every department, to which their studies have been directed.

Nor can this government direct your attention to any object more worthy to inspire honourable emulation, to excite the highest efforts of industry and genius, or to reward the most transcendant success of just and laudable ambition.

The due administration of just laws within these flourishing and populous provinces, is not only the foundation of the happiness of millions of people, but the main pillar of the vast fabric of the British empire in Asia: the mainspring of our empire is situated here; and it is supplied and guarded by the laws and regulations of this government. From the prosperity

of these provinces are derived all the sources of our revenue, and commerce, and public credit; and the origin and stability of that prosperity are to be found in the code of laws which you are now directed to study, and hereafter destined to administer, to expound, and to amend.

Subject to the common imperfection of every human institution, this system of laws is approved by practical experience, (the surest test of human legislation,) and contains an active principle of continual revision which affords the best security for progressive amendment. It is not the effusion of vain theory, issuing from speculative principles, and directed to visionary objects of impracticable perfection; but the solid work of plain, deliberate, practical benevolence, the legitimate offspring of genuine wisdom, and pure virtue: the excellence of the general spirit of these laws is attested by the noblest proof of just, wise, and honest government; by the restoration of happiness, tranquillity, and security, to an oppressed and suffering people; and by the revival of agriculture, commerce, manufacture, and general opulence in a declining and impoverished country.

Contemplating these benevolent views, and animated by the prospect of the great and exalted duty to which you are called, I trust that you will derive from this institution, the

most effectual means of preserving and securing to the inhabitants of these prosperous regions, that primary object of all good government, the greatest blessing attainable by any people,—an impartial administration of just law.

No. VIII.

REMARKS ON THE PRIMARY ESTABLISHMENT OF THE COLLEGE OF FORT WILLIAM, AND ON THE OPERATION OF ITS FIRST FOUR YEARS.

1. THAT no institution should have been established in British India, during the last thirty years of our administration, for the instruction of those youth who were to govern the natives, is a fact which, in a short time, will appear scarcely credible. The importance and necessity of such an establishment are manifest, in some degree, from this, that although the College of Fort William had to encounter, during its first four years, an unceasing and systematic resistance, it should yet have firmly withstood every assault, and triumphed at length by virtue of its reasonable and useful principles, over all opposition. Although the minds of the students were kept in a state of constant expectation of its being abolished, and of their being emancipated from study by authority, yet these repeated concussions had no power to disorganize the institution. They had indeed a tendency to impede, but could not prevent its salutary effects; and these

effects became, in one sense, more evident by being encompassed by such obstructions. Amidst the storm of persecution and of misrepresentation, and even after the prohibition of a building for the College had been announced, the institution steadily maintained its literary career, and effected the grand objects of its foundation, with an ardour and success which had never been anticipated.

2. The publication of an hundred original volumes in the Oriental languages and literature in the term of four years, is no inconsiderable proof of the flourishing state of the College of Fort William as a literary institution. It may be doubted, indeed, whether such a rapid diffusion of learning in different languages, from the same source, and in so short a time, has been ever equalled in any age or country. But we have yet greater proofs than these. These were but the secondary objects of the institution.

3. The distinguished proficiency of the students in the Oriental languages is the proof we would propose of the efficiency, utility, and undoubted success of the College of Fort William. That proficiency is great, perhaps beyond example. Some of the students have, at the end of their course, obtained degrees of honour in three of the Oriental languages; and have maintained public disputations in two of the languages. These instances are not particular. The instances of considerable

proficiency are general. Boys in the lowest classes are better skilled in the Persian, Arabic, Hindoostanee, and Bengalee languages, than some of the Company's old servants, who have been twenty years in the country.*

4. But the literary advantages of this institution are not, perhaps, the most eminent which have been derived from it. And it is expedient now to point out to the nation a chief object of this College, adverted to by its illustrious founder before its establishment, which has been completely effected. Under the old system, the civil service was overwhelmed with debt. Young men were, on their arrival, committed to the charge of a Banian, or native agent, who lent them money on bond, and who considered it as his office to minister to their gratifications. The money thus borrowed gradually accumulated, at an interest of twelve per cent., to a sum which they had no prospect of being able to pay until they should have obtained the highest situations in the service. A worse consequence ensued: the black creditor followed his master wherever he went; and as the latter knew but little of the native languages, and could not

* The founder of the College of Fort William is not answerable for the success of that institution, to the full extent anticipated by him, beyond its first four years; for it is now broken down into three parts; the bad consequences of which, in lessening the number of students, and in destroying the spirit of honourable emulation which subsisted between the youth of the different presidencies, must soon become very manifest.

examine his own accounts in them, it frequently happened that the Banian managed his concerns as he pleased, filled the offices in his department, appointed the servants about his person, and held his master's honour under his entire control.

5. By the Statutes of the College of Fort William, every student is obliged to give in a declaration of his debts (if he have contracted any) at the period of his leaving College and entering on the public service. This declaration (which is now given in annually) is signed by him, and entered officially on the records of government.

In the list of twenty-eight students leaving College in 1803, transmitted to the Court of Directors, there are only seven instances of debt. The average of debts in that report is only eight hundred rupees for each student. And when the debts of the whole College were taken at the beginning of 1804, it appeared that forty-five of the students had no debts at all; and that some of them had saved money.

6. To qualify the credit gained by the institution in producing so inestimable a benefit to the service, it has been insinuated that the students do not give in a just statement in their official declarations.

That one individual amongst many, might be found capable of thus pledging his honour for the truth of a false statement, and of doing it repeatedly and without detection, is perhaps

possible: but that a great number of respectable young men, with handsome allowances, whose prospects in the service are founded on meritorious character, and whose circumstances are generally known to each other, should traduce their honour and conscience in so despicable a manner, is not possible; at least not in India, or at this period of Indian administration.

7. But supposing that the average of the debts of the students at the expiration of their three years residence in College, were even five thousand rupees each, (which never was the case at any one period since the commencement of the institution) what is that sum compared to the former debts of the junior civil servants? Perhaps not a fourth part. Before the establishment of the College of Fort William, twenty and thirty thousand rupees was a frequent debt at the end of three and four years. And these debts too were, as before observed, on *bond*, to native money lenders. At the present time a bond debt is rarely heard of. No money lender, European or native, dare confess his holding the bond of a student in College. The native Banians *curse* the College, and with reason; for it prevents the junior civil servants from borrowing money while preparing for the service; and it teaches them to keep their own accounts, and to transact business with the natives in their own language, after they have entered the service.

8. By a calculation on the premises, it will be found, that

five hundred thousand rupees are now in the chests of black men; which, had not the College been established, would, by this time, have been lent to the junior civil servants of the last four years; and after the lapse of fourteen years, would have amounted to a sum which they could never pay. The youth in College can scarcely credit the accounts they sometimes hear of the system of extravagance which prevailed in former times. It is supposed that there are old servants of the Company now at home, whose individual debts at one period in this country, amounted to more than all the debts in College.

9. Some attempt has been made to injure the character of the institution, on another ground. It has been alleged that its discipline is not sufficiently strict; and this charge, we understand, is founded on the circumstance of some of the students having been, on a certain occasion, expelled from College. It is true that some Writers arrived in the ship, which brought out the order for the abolition of the College, who had learnt at home to speak disrespectfully of its founder, and who questioned his authority to make them *study*. After some time these idle youths were promptly removed from the institution, and sent on the public service, without knowledge of their duty, according to the old system. Some of them have since been restored to College, after an examination, in which they gave proofs of their penitence and diligence in study.

10. But it is to be observed that these students were not removed on account of such flagrant misconduct as that which at the English universities is punished by *expulsion*. They were removed because, as the official order expresses it, " they had " not made adequate proficiency in their studies." Neglect of study is cause sufficient at the College of Fort William to expel a student. Since the commencement of the institution there has been no example of immoral conduct greater than that which is commonly practised at schools and colleges at home. If Cambridge or Oxford were, like this College, a recent institution rising into repute against the wishes or interests of individuals, the facts of a single month (arguing from the abuse) would condemn them both. But whoever has had opportunities of forming a proper judgment on the subject, and of knowing the circumstances of life in India, will be satisfied, that there is less of vulgar immorality at the College of Fort William than at any academical institution in Europe.

11. Had the rumour which appears to have reached individuals at home, of the dissipated conduct of the students been founded in truth, they would have heard also of frequent *deaths* from excursions, and exposure to the sun, and of frequent *duels* from intemperate parties. Now let a plain fact put down all unworthy suspicions. Since the commencement of the College, that is, during the period of four years, there has been

but *one* death, among the students of the College of Fort William. A similar instance is perhaps not to be found in any one university or great public school in Europe. That it should have occurred in a college in this inhospitable climate, will be considered by competent judges, as a proof of some good order and salutary regulation.

12. But there is another fact which, we understand, has been considered by some persons at home as being yet more extraordinary. During the same period of four years there has not been one duel among the students of the College of Fort William; in a numerous society of young men of good families, possessing high sentiments of honour, and a liberal income.*

13. When called on to defend the institution against the charge of immoral tendency, it would be doing an injustice to its character to omit the mention of that remarkable contest which lately took place between the old civil servants of Bengal, and the students of the College of Fort William. A fund was lately established in Bengal for the benefit of the families of those civil servants who should die in indigent circumstances. The old civil servants proposed that a clause should be introduced, extending the benefits of the fund to *illegitimate* children.

* The banyan tree on the Esplanade has been long deserted. The ground under the umbrageous banyan tree was in former times the *Chalk Farm* of Calcutta.

The junior civil servants who are now in College, or who had been in College, together with some of the most respectable seniors, resisted a measure, which they conceived had a tendency to sanction vice, and to countenance an illicit connection with native women. In manly and eloquent addresses, they asserted the praise of "honourable marriage." And with becoming indignation they deprecated the increase of a race of half-cast children, who have been truly denominated by the Court of Directors the *curse* of their service; the contest was maintained for a considerable time by printed correspondence, and the fund was at length established without the opprobrious clause.

But a few years ago, any man who should have ventured to resist such a measure, on the ground of religious or moral propriety, would have become the jest of the whole service. He must be an entire stranger to what is passing in Bengal, who does not perceive that the College of Fort William is sensibly promoting an amelioration of the European character, as well as the civilization of India.

14. But the good order and discipline of a large College are best proved by success in its prescribed studies.

The success in study in this College has been great beyond example. Gentlemen who have been at different universities in Europe, acknowledge that they never witnessed at any of

them, more numerous instances of ardent application to study, than at the College of Fort William. The mathematical vigils of Cambridge are perhaps more severe than ours; (though even with us there have been instances of sixteen hours a day reading, and a voyage to sea in consequence for recovery of health;) but the instances of close application at Cambridge are not so general as at Fort William, in proportion to the number of students.

15. There are two conspicuous advantages of this institution, (considered by us as its chief excellencies,) which, it seems, have been represented at home as its chief blemishes. One is, that it affords to youth the opportunity of completing the usual course of an English education, as well as of learning the Oriental languages; the other, that it gives to all the civil servants in India equal advantages of instruction, and of consequent promotion in the service.

16. As the Writers generally arrive in India at the early age of sixteen and seventeen; it sometimes happens that they have not by that time looked into the history or law of their own country, or of any other country; and that so far from knowing any thing of the rudiments of science, of which in the present age, no gentleman is completely ignorant, they are strangers even to *factorial* arithmetic. And yet these persons are destined to administer the laws of our Indian empire, to sit in

judgment in cases of life and death, and to be the commercial agents and revenual calculators of the East India Company. It is no wonder that in former years there should have been such frequent, and such painful revolutions in the administration of this service. And now when it is proposed that these youth should employ the three years from sixteen to nineteen, in attending to useful learning, in the intervals which they can spare from their Oriental studies, we are told that it is either useless or injurious. Let common sense judge of this assertion; for he who reads this paragraph has the state of the case fully and plainly before him, both in relation to circumstances at home and abroad.

18. Another primary excellence of the institution was, that it afforded equal advantages to all the civil servants of the East India Company. When Marquis Wellesley came to India an invidious distinction existed in the service. In one presidency the civil servants had less salary by one half, than in another. Of course the advantages of situation and consequent opportunities of improvement being different, the three presidencies had three different *casts* of men. Their general principles, and their habits of life, and their forms of office, were not the same; and they knew nothing of each other. A jealous and formal style of communication existed, which greatly impeded the business of the state, prevented cordial co-operation in important

measures, and often produced references to England. For the same reason then, that the ministers of the British government are supposed to learn the functions of their offices in Westminster, and not in Edinburgh or Dublin, Marquis Wellesley determined that the persons who were destined to administer the government of India, should have their public instruction at Calcutta, and not at Madras or Bombay; in order that residing at the seat of the supreme government, where the spirit of British principles, religion, and morals, may be supposed to be purer than at subordinate and remote stations, they might be incited by the most honourable motives to recommend themselves by their diligence in study, and exemplary conduct; that thus from one source might be derived the principles of government for the whole service; that the character and ability of men might be fully known; that there might be a just distribution of talent throughout the different provinces of the empire; and that from personal acquaintance, and unity of education in public business, there might be expedition, precision, and harmony in official communication.

19. During the four last years, the Writers of the presidencies were educated, agreeably to this system, at the College of Fort William; and the good effects anticipated, were fully realized, and have been demonstrated by the most ample documents. But by a recent order, the Writers of the two

subordinate presidencies have been detached from the intitution, and the wall of separation is once more built up. The relative situation of the three presidencies is now very peculiar. The writers of Bengal enjoy the advantages of a liberal Oriental education, obtain literary distinctions and honours, and are appointed to diplomatic stations all over India; while the Writers of the other presidencies have no instruction *whatever*. Nor can Colleges be instituted for them possessing all the advantages of the College of Fort William, though treble the sum were embarked in the attempt to found them. So fully sensible of this is Lord William Bentinck, the present Governor at Fort St. George, that he has declined the ungrateful task of founding an inferior and inefficient seminary, in which the number of students could seldom be more than sixteen; and has declared the expediency of again attaching the junior civil servants of his presidency to the College of Fort William in Bengal.

No. IX.

TRANSLATION OF A SPEECH IN THE SHANSCRIT LANGUAGE, DELIVERED BY THE SHANSCRIT PROFESSOR,* ACTING AS MODERATOR, AT THE ORIENTAL DISPUTATIONS ON THE 20TH OF SEPTEMBER, 1804; EXTRACTED FROM THE THIRD VOLUME OF THE PRIMITIÆ ORIENTALES.

[The Moderator addresses the Student who had pronounced the declamation in the Shanscrit language.]

SIR,

IT being a rule of our public disputations, that the Moderator should express before the assembly, his

* The venerable Mr. Carey, for many years past the Protestant Missionary in the North of India; following the steps of the late Mr. Swartz in the South; in Oriental and classical learning his superior, and not inferior in laborious study and Christian zeal. Mr. Carey is author of a Grammar of the Shanscrit Language, 900 pages 4to; of a Grammar of the Bengalee Language; of a Grammar of the Mahratta Language; of a complete Translation of the Scriptures into the Bengalee Language; and of various other useful publications in Oriental literature.

opinion of the proficiency of the Student in the language in which he has spoken, it becomes my duty to declare my perfect approbation of the manner in which you have acquitted yourself, and to communicate to you the satisfaction with which the learned Pundits, your auditors, have listened to your correct pronunciation of the Shanscrit tongue.

Four years have now elapsed since the commencement of this institution. During that period, the popular languages of India have been sedulously cultivated, and are now fluently spoken.

Last in order, because first in difficulty, appears the parent of all these dialects, the primitive Shanscrit; as if to acknowledge her legitimate offspring, to confirm their affinity and relation to each other, and thereby to complete our system of Oriental study.

Considered as the source of the colloquial tongues, the utility of the Shanscrit language is evident; but as containing numerous treatises on the religion, jurisprudence, arts and sciences of the Hindoos, its importance is yet greater; especially to those to

whom is committed, by this government, the province of legislation for the natives; in order that being conversant with the Hindoo writings, and capable of referring to the original authorities, they may propose, from time to time, the requisite modifications and improvements, in just accordance with existing law and ancient institution.

Shanscrit learning, say the Brahmins, is like an extensive forest, abounding with a great variety of beautiful foliage, splendid blossoms, and delicious fruits; but surrounded by a strong and thorny fence, which prevents those who are desirous of plucking its fruits or flowers, from entering in.

The learned Jones, Wilkins, and others, broke down this opposing fence in several places; but by the College of Fort William, a high-way has been made into the midst of the wood; and you, Sir, have entered thereby.

The successful study of the Shanscrit tongue will distinguish this fourth year of our institution, and constitute it an æra in the progress of Eastern learning; and you, Sir, have the honour of being

the first to deliver a speech in that ancient and difficult language. The success that has attended you in the acquirement of other branches of Oriental literature, will encourage you to prosecute the study of this, as far as it may be useful in qualifying you for the faithful discharge of your duties in the public service, or may be subservient to your own reputation, in advancing the interests of useful learning.

[Addressing his Excellency Marquis Wellesley, Governor-general, Founder and Patron of the Institution,]

MY LORD,

It is just, that the language which has been first cultivated under your auspices, should primarily be employed in gratefully acknowledging the benefit, and in speaking your praise.

This ancient language, which refused to disclose itself to the former governors of India, unlocks its treasures at your command, and enriches the world with the history, learning, and science of a distant age.

The rising importance of our collegiate institution has never been more clearly demonstrated than on the present occasion; and thousands of the learned in distant nations will exult in this triumph of literature.

What a singular exhibition has been this day presented to us! In presence of the supreme Governor of India, and of its most learned and illustrious characters, Asiatic and European, an assembly is convened, in which no word of our native tongue is spoken, but public discourse is maintained on interesting subjects, in the languages of Asia. The colloquial Hindoostanee, the classic Persian, the commercial Bengalee, the learned Arabic, and the primæval Shanscrit, are spoken fluently, after having been studied grammatically, by English youth. Did ever any university in Europe, or any literary institution in any other age or country, exhibit a scene so interesting as this? And what are the circumstances of these youth? They are not students who prosecute a dead language with uncertain purpose, impelled only by natural genius or love

of fame. But having been appointed to the important offices of administering the government of the country in which these languages are spoken, they apply their acquisitions immediately to useful purposes; in distributing justice to the inhabitants; in transacting the business of the state, revenual and commercial; and in maintaining official intercourse with the people, in their own tongue, and not, as hitherto, by means of an interpreter.

The acquisitions of *our* students may be appreciated by their affording to the suppliant native immediate access to his principal; and by their elucidating the spirit of the regulations of our government by oral communication, and by written explanations, varied according to the circumstances and capacities of the people.

The acquisitions of *our* students are appreciated at this moment by those learned Asiatics, now present in this assembly, some of them strangers from distant provinces; who wonder every man to hear in his own tongue, important subjects discussed,

and new and noble principles asserted, by the youth of a foreign land.

The literary proceedings of this day amply repay all the solicitude, labour, and expense that have been bestowed on this institution. If the expense had been a thousand times greater, it would not have equalled the immensity of the advantage, moral and political, that will ensue.

I, now an old man, have lived for a long series of years among the Hindoos. I have been in the habit of preaching to multitudes daily, of discoursing with the Brahmins on every subject, and of superintending schools for the instruction of the Hindoo youth. Their language is nearly as familiar to me as my own. This close intercourse with the natives for so long a period, and in different parts of our empire, has afforded me opportunities of information not inferior to those which have hitherto been presented to any other person. I may say, indeed, that their manners, customs, habits and sentiments, are as obvious to me, as if I was myself a

native. And knowing them as I do, and hearing as I do, their daily observations on our government, character, and principles, I am warranted to say, (and I deem it my duty to embrace the public opportunity now afforded me of saying it,) that the institution of this College was wanting to complete the happiness of the natives under our dominion; for this institution will break down that *barrier* (our ignorance of their language) which has ever opposed the influence of our laws and principles, and has despoiled ouradministration of its energy and effect.

Were the institution to cease from this moment, its salutary effects would yet remain. Good has been done, which cannot be undone. Sources of useful knowledge, moral instruction, and political utility, have been opened to the natives of India, which can never be closed; and their civil improvement, like the gradual civilization of our own country, will advance in progression, for ages to come.

One hundred original volumes in the Oriental

languages and literature, will preserve for ever in Asia, the name of the founder of this institution. Nor are the examples frequent of a renown, possessing such utility for its basis, or pervading such a vast portion of the habitable globe. My Lord, you have raised a monument of fame, which no length of time, or reverse of fortune, is able to destroy; not chiefly because it is inscribed with Mahratta and Mysore, with the trophies of war, and the emblems of victory; but because there are inscribed on it the names of those learned youth, who have obtained degrees of honour for high proficiency in the Oriental tongues.

These youth will rise in regular succession to the government of this country. They will extend the domain of British civilization, security, and happiness, by enlarging the bounds of Oriental literature, and thereby diffusing the spirit of Christian principles throughout the nations of Asia. These youth, who have lived so long amongst us, whose unwearied application to their studies we have all witnessed, whose moral and exemplary

conduct has, in so solemn a manner, been publicly declared before this august assembly, on this day; and who, at the moment of entering on the public service, enjoy the fame of possessing qualities (rarely combined) constituting a reputation of three-fold strength for public men, genius, industry, and virtue; these illustrious scholars, my Lord, the pride of their country, and the pillars of this empire, will record your name in many a language, and secure your fame for ever. Your fame is already recorded in their hearts. The whole body of youth of this service hail you as their father and their friend. Your honour will ever be safe in their hands. No revolution of opinion, or change of circumstances, can rob you of the solid glory derived from the humane, just, liberal, and magnanimous principles, which have been embodied by your administration.

To whatever situation the course of future events may call you, the youth of this service will ever remain the pledges of the wisdom and purity of your government. Your evening of life will be

constantly cheered with new testimonies of their reverence and affection; with new proofs of the advantages of the education you have afforded them; and with a demonstration of the numerous benefits, moral, religious, and political, resulting from this institution;—benefits which will consolidate the happiness of millions in Asia, with the glory and welfare of our country.

No. X.

THE PUBLIC EXAMINATIONS OF THE COLLEGE OF FORT WILLIAM;

EXHIBITED IN REGULAR SERIES SINCE THE COMMENCEMENT OF THE INSTITUTION; WITH

A REGISTER OF THE NAMES OF THOSE STUDENTS WHO HAVE OBTAINED DEGREES OF HONOUR FOR HIGH PROFICIENCY IN THE ORIENTAL LANGUAGES.

FIRST EXAMINATION

HOLDEN IN JULY 1801.

PERSIAN.

1 Elliott,

---

2 Lloyd,

3 A. Ross.

SECOND CLASS.

4 Hamilton,

5 Potts,

6 Wauchope,

7 Campell,

HINDOOSTANEE.

1 Elliot,

---

2 Bayley,

3 Hunter,

4 Dumbleton,

5 Metcalfe.

SECOND CLASS.

6 Morton,

7 Hartwell,

PERSIAN.

8 Guthrie,
9 Laing,
10 Wynne,
11 Hodgson.

THIRD CLASS.

12 Morgan,
13 Hartwell,
14 Goodwin,
15 Wemyss,
16 Thackeray,
17 Ewer,
18 Impey,
19 Bourchier,
20 Plowden,
21 Tod,
22 Sparrow,
23 Perry,
24 Rattray,
25 Vansittart,
26 Higginson,
27 D. Morrieson.

HINDOOSTANEE.

8 Potts,
9 Chaplin,
10 Newnham,
11 Scott,
12 Laing,
13 A. Ross,
14 Wemyss,
15 Wynne.

THIRD CLASS.

16 King,
17 Gowan,
18 Sands,
19 Bourchier,
20 J. Morison,
21 Paton,
22 Tod,
23 R. C. Ross,
24 Goodwin,
25 Kelso,
26 Impey,
27 Chisholme,
28 Rennell,
29 Barwell.

PERSIAN.

LOWEST CLASS,

In Alphabetical Order.

28 Fleming,
29 Grant,
30 Pechell,
31 Powell,
32 Smith.

HINDOOSTANEE.

LOWEST CLASS,

In Alphabetical Order.

30 Blagrave,
31 Digby,
32 French,
33 Gorton,
34 Liell,
35 Mitford,
36 Swettenham.

BENGALEE.

1 Hodgson,
2 Bayley,
3 Lloyd,
4 Martin,
5 Scott,
6 Law,
7 Hartwell,
8 D. Morrieson.

ARABIC.

1 Lloyd,
2 Campbell,
3 Thackeray,
4 Guthrie,
5 Laing.

WRITING.

PERSIAN CHARACTER.

Scott.

NAGREE CHARACTER.

Elliott.

SECOND EXAMINATION

HOLDEN IN JANUARY, 1802.

PERSIAN.

1 Lovett, 1st prize,
2 Jenkins, 2d prize,
3 Lloyd, 3d prize,

---

4 Guthrie,
5 Laing,
6 Hamilton,
7 Bailey,
8 A. Ross,
9 Wauchope,
10 Hodgson,
11 Potts,
12 Campbell,
13 Wood.

SECOND CLASS.

14 Chaplin,
15 Wynne,
16 Bourchier,
17 Ewer,

HINDOOSTANEE.

1 Bayley, 1st prize,
2 Lovett, 2d prize,
3 Lloyd, 3d prize,

---

4 Jenkins,
5 Hodgson,
6 Dumbleton,
7 Potts,
8 Chaplin,
9 Hunter,
10 Goodwin.

SECOND CLASS.

11 Hartwell,
12 Kelso,
13 Newnham,
14 Sands,
15 W. Scott,
16 Bourchier,
17 R. C. Ross,

PERSIAN.	HINDOOSTANEE.
18 Newnham,	18 Wood,
19 Vansittart,	19 Rennell,
20 Hartwell,	20 Wemyss,
21 Morgan,	21 Grant,
22 H. Impey,	22 Morgan,
23 Wemyss,	23 R. C. Plowden,
24 Goodwin,	24 Gowan,
25 Perry,	25 J. Morison.
26 Keene,	THIRD CLASS.
27 Sands.	26 Romer,
THIRD CLASS.	27 G. Smith,
28 Agar,	28 Agar,
29 Morton,	29 Cole,
30 A. B. Tod,	30 Lawrence,
31 D. Morrieson,	31 T. C. Plowden,
32 Oliver,	32 Barwell,
33 Maconochie,	33 Walker,
34 Pechell,	34 Spotiswoode,
35 Sparrow,	35 Watson,
36 Paton,	36 D. Scott,
37 Thackeray,	37 Hayes,
38 Gowan,	38 E. Impey,

PERSIAN.

39 Money,
40 Lushington.

FOURTH CLASS.

41 Long,
42 Curtis,
43 Craigie,
44 Smyth,
45 Rattray,
46 Fleming,
47 Swettenham,
48 Digby,
49 Higginson,
50 Powell.

HINDOOSTANEE.

39 Sanders,
40 Liell,
41 Sprot,
42 J. T. Shakespear.

FOURTH CLASS.

43 Agnew,
44 Peter,
45 Vaughan,
46 Shaw,
47 French,
48 Chisholme,
49 A. G. I. Tod,
50 Mainwaring,
51 Maidman,
52 Salter.

ARABIC.

1 Lovett, prize,
2 Lloyd,
3 A. Ross,
4 Campbell,
5 Guthrie,

BENGALEE.

1 Bayley, 1st prize,
2 Martin, 2d prize,
3 Hodgson,
4 Lloyd,
5 Law,

ARABIC.

6 Laing,
7 Thackeray,

SECOND CLASS.

8 Wood,
9 Potts,
10 Hamilton,

BENGALEE.

6 Hartwell,
7 W. Scott,

Sage,
Gorton.

PERSIAN WRITING.

Dumbleton, prize.

NAGREE WRITING.

Morton, prize.

BENGALEE WRITING.

Hodgson, prize.

DISPUTATIONS

HELD THIS YEAR FOR THE FIRST TIME;

By Messrs. Lovett, Lloyd, and Guthrie, in the Persian language.

Position.—"*An Academical Institution in India is advantageous to the Natives and to the British nation.*"

Moderator, Lieutenant John Baillie, Professor.

By Messrs. Bayley, Lovett, and Lloyd, in the Hindoostance language.

Position.—"*The Hindoostanee language is the most generally useful in India.*"

Moderator, John Gilchrist, Esq. Professor.

By Messrs. Martin, Bayley, and Hodgson, in the Bengalee language.

Position.—"*The Asiatics are capable of as high degree of civiliza-*
"*tion as the Europeans.*"

Moderator, W. C. Blaquiere, Esq.

ENGLISH ESSAYS.

Second Term of 1801.—The best by Messrs. Martin, Elliott, and Bayley;

Subject.—"*On the advantages to be expected from an Academical*
"*Institution in India; considered in a moral, literary, and*
"*political point of view.*"

Third Term.—By Messrs. Hamilton, Martin, and Metcalfe.

Subject.—"*On the best means of acquiring a knowledge of the*
"*manners and customs of the natives of India.*"

Fourth Term.—By Messrs. Wood, Martin, and Newnham.

Subject.—"*On the character and capacity of the Asiatics; and*
"*particularly of the natives of Hindoostan.*"

THIRD EXAMINATION,

HOLDEN IN JANUARY, 1803.

PERSIAN.		HINDOOSTANEE.	
1 Jenkins, 1st prize,	Bombay,	1 Chaplin, 1st prize,	Madras
2 Hamilton, 2d prize,	Madras,	2 Jenkins, 2d prize,	Bombay
3 Wauchope, 3d prize,		3 Martin, 3d prize,	
4 Wood, 4th prize,	Madras,	4 Goodwin, 4th pr.	Bombay,
5 Chaplin,	Madras,	5 Romer,	Bombay,
6 Keene,	Madras,	6 Ross,	Madras,
7 Goodwin,	Bombay,	7 Dumbleton,	
8 Dumbleton,		8 Wood,	Madras,
9 Oliver,	Madras,	9 Hunter, senior,	
10 Ewer,		10 Gowan,	
11 Perry,		11 Hamilton,	Madras,
12 Ross,	Madras,	12 Walker,	
13 Romer,	Bombay,	13 Newnham,	Madras,
14 Puller,		14 Bourchier,	Bombay,
15 Bouchier,	Bombay.	15 Elliott,	
SECOND CLASS.		16 Chisholme,	
16 Martin,		17 Swinton.	
17 Sparrow,	Bombay,	SECOND CLASS.	
18 Pechell,		18 Ewer,	

PERSIAN.		HINDOSTANEE.	
19 Newnham,	Madras,	19 Morrieson,	
20 Rowles,	Bombay,	20 Cole,	Madras,
21 Hunter,		21 Spottiswoode,	Madras,
22 Paton,		22 Plowden, junior,	
23 Tod, senior		23 Russell,	
THIRD CLASS.		24 Tod, senior,	
24 Money,		25 Agar,	Bombay,
25 Morton,		26 Shakespear, J. T.	
26 Long,	Madras,	27 Littledale,	
27 Agar,	Bombay,	28 Fraser.	
28 Gowan,		THIRD CLASS.	
29 Plowden, senior,		29 Shakespear, H.	
30 Plowden, junior,		30 Scott, T. C.	
31 Cragie,	Bombay,	31 Scott, D.	
32 Lushington,		32 Turnbull,	
33 Morrieson,		33 Pechell,	
34 Sanders,	Madras,	34 Paton,	
35 Walker,		35 Sprot,	
36 Hayes,		36 Watson,	
37 Curtis,		37 Liell,	
38 Peter,	Madras.	38 Marjoribanks,	
FOURTH CLASS.		39 Gardner, E.	
39 Morrison,	Bombay,	40 Mainwaring,	

PERSIAN.

40 Impey, E.
41 Steadman, Bombay,
42 Watson,
43 Fleming,
44 Vaughan,
45 Impey, H.
46 Gorton,
47 Liell,
48 Tod, junior,
49 Digby,
50 Butson,
51 Rattray,
52 Shakespear, W. O. Madras,
53 Maidman, Madras.

HINDOOSTANEE.

41 Morison, Bombay,
42 Sparrow, Bombay.

FOURTH CLASS.

43 Barwell,
44 Higginson, Madras,
45 Gardiner, C. W.
46 Smith, Bombay,
47 Gorton,
48 Martin, C. R.
49 Robinson,
50 Steer,
51 Alexander,
52 Moore,
53 Tod, junior,
54 Salter,
55 Digby,
56 Grindall,
57 Shaw, Madras,
58 Dawes,
59 Bennett,
60 Hunter, junior.

ARABIC.

1 Jenkins, 1st prize, Bombay,
2 Wood, 2d prize, Madras,
3 Hamilton, 3d prize, Madras,

SECOND CLASS.

4 Dumbleton,
5 Wauchope,
6 Oliver, Madras,
7 Keene, Madras,
8 Goodwin, Bombay,
9 Long, Madras,

THIRD CLASS.

10 Chaplin, Madras,
11 Ross, Madras,
12 Bourchier, Bombay,
13 Perry,
14 Romer, Bombay,
15 Plowden, senior.

BENGALEE.

1 Martin, 1st prize,
2 Hunter, 2d prize,
3 Morton, 3d prize,
4 Paton,
5 Gorton,
6 Dumbleton,
7 Chisholme.

SECOND CLASS.

8 Morrieson,
9 Pechell,
10 Fleming,
11 Digby,
12 Plowden.

TAMUL.

1 Newnham, prize, Madras,
2 Hamilton, Madras,
3 Sanders, Madras.

SHANSCRIT.

1 Gowan, prize,
2 Martin.

PERSIAN WRITING.

1 Morton, 1st prize,

2 Goodwin, 2d pr. Bombay.

NAGREE WRITING.

1 Hunter, senior, 1st prize,

2 Goodwin, 2d pr. Bombay.

BENGALEE WRITING.

1 Martin, 1st prize,

2 Hunter, sen. 2d prize.

Messrs. Bayley, Maconochie, Lawrence, Bird, and Barnett, absent from the public examination.

DISPUTATIONS.

By Messrs. Jenkins, Hamilton, and Wauchope, in the Persian language.

Position.—" *The natives of India, under the British government,*
" *enjoy a greater degree of tranquillity, security, and hap-*
" *piness, than under any former government.*"

Moderator, Lieutenant J. Baillie, Professor.

By Messrs. Chaplin, Goodwin, and Ross, in the Hindoostanee language.

Position.—" *The suicide of Hindoo widows, by burning themselves*
" *with the bodies of their deceased husbands, is a practice*
" *repugnant to the natural feelings, and inconsistent with*
" *moral duty.*"

Moderator, John Gilchrist, Esq. Professor.

By Messrs. Hunter, Martin, and Morton, in the Bengalee language.

Position.—" *The distribution of the Hindoos into casts, retards*
" *their progress in improvement.*"

Moderator, W. C. Blaquiere, Esq.

DECLAMATIONS IN THE ARABIC LANGUAGE,

By Messrs. Jenkins, and Wood.

ENGLISH ESSAYS.

First Term of 1802.—Prize Essays, by Messrs. Sprot, and Romer.

Subject.—" *On the Mohummedan conquests in India; the periods*
" *at which they took place in different parts of Hindoostan*
" *and Deccan; and the principal circumstances attending*
" *them.*"

Second Term.—Prize Essay, by Mr. Newnham.

Subject.—" *On the Mohummedan government in India, and the*
" *time of its greatest prosperity; its institutions and adminis-*
" *tration.*"

Third Term.—Prize Essays, by Messrs. Chaplin, and Newnham.

Subject.—" *On the custom of Hindoo women burning themselves*
" *on the decease of their husbands.*"

Fourth Term.—Prize Essays, by Messrs. Ross, and Gowan.

Subject.—"*On the restoration of learning in the East.*"

HONORARY REWARD OF BOOKS ADJUDGED TO THE FOLLOWING STUDENTS, PROFICIENTS IN THE GREEK AND LATIN CLASSICS, OR IN MODERN LANGUAGES.

Classics.—Messrs. Bailey, Martin, Bourchier, Jenkins, Sparrow, Hamilton, Wood, Ross, and Chaplin.

French Language.—Messrs. Ross, Chaplin, Newnham, Romer, and Wood.

FOURTH EXAMINATION

HOLDEN IN JANUARY, 1804.

HINDOOSTANEE.

1 Romer, Bombay, 1st prize,
2 Walker, 2d prize,
3 Swinton, 3d prize,
4 Gowan, 4th prize,

---

5 Scott, T. C.
6 Turnbull,
7 Tod, senior,
8 Wauchope,
9 Perry,
10 Alexander,
11 Ewer, senior,
12 Littledale,
13 Impey, senior,
14 Sanders, Madras,
15 Spotiswoode, Madras,
16 Puller,
17 Hope,

PERSIAN.

1 Swinton, 1st prize,
2 Oliver, Madras, 2d prize,
3 Keene, Madras, 3d prize,
4 Perry, 4th prize,
5 Walker, 5th prize,

---

6 Romer, Bombay,
7 Ewer,
8 Puller,
9 Sanders, Madras.

SECOND CLASS.

10 Watson,
11 Rowles, Bombay,
12 Gowan,
13 Tod, senior,
14 Lushington,
15 Impey, senior,
16 Money,

HINDOOSTANEE.

SECOND CLASS.

18 Lushington,
19 Martin,
20 Watson,
21 Rowles, Bombay,
22 Trower,
23 Peter, Madras,
24 Gardner, Honourable E.
25 Liell,
26 Christian,
27 Parry,
28 Scott, D.
29 Bird, S.
30 Moore,
31 Ricketts,
32 Newnham,
33 Monckton,
34 Lowther,
35 Tod, junior,
36 Sprot,

THIRD CLASS.

37 Tippet,
38 Loch,

PERSIAN.

17 Fraser,
18 Peter, Madras,
19 Scott, T. C.
20 Spotiswoode, Madras,
21 Turnbull,
22 Curtis.

THIRD CLASS.

23 Littledale,
24 Shakespear,
25 Scott, D.
26 Martin,
27 Marjoribanks,
28 Tod, junior,
29 Lawrence,
30 Bird, senior,
31 Impey, junior,
32 Digby,
33 Gardiner,
34 Rattray,
35 Gorton,
36 Moore,
37 Mitford,
38 Cary.

PERSIAN.

39 Revely,
40 Walpole,
41 Williams,
42 Gordon, W. B.
43 Mackenzie, junior,
44 Bird, W. W.
45 Pakenham,
46 Lindsay,
47 Chapman,
48 Siddons,
49 Mackenzie, senior,
50 Gordon, F. D.
51 Plowden, junior,
52 Ewer, junior,
53 Mainwaring.

ABSENT FROM THE EXAMINATION.

Saunders, Campbell, Cracroft, } attached to 3d class.

BENGALEE.

1 Tod, senior,	1st prize,
2 Gorton,	2d prize,
3 Hayes	3d prize,

4 Gowan,
5 Impey, senior,
6 Impey, junior,
7 Sprot,

SECOND CLASS.

8 Lawrence,
9 Barwell,
10 Tod, junior,
11 Liell,
12 Curtis,
13 Digby,
14 Mainwaring.

SHANSCRIT.

1 Gorton,	medal.
2 Hayes,	medal.
3 Impey, junior,	medal.

ARABIC.

1 Oliver, Madras, 1st prize,
2 Keene, Madras, 2d prize,
3 Wauchope, 3d prize.

SECOND CLASS.

4 Perry,
5 Swinton,
6 Fraser,
7 Sanders, Madras.

TAMUL.

Sanders, Madras, medal.

MOHUMMEDAN LAW.

1 Wauchope, medal,
2 Oliver, Madras, medal,
3 Keene, Madras, medal.

PERSIAN WRITING.

1 Turnbull,	1st prize,
2 Swinton	2d prize,
3 Shakespear,	3d prize.

NAGREE WRITING.

1 Gowan,	1st prize,
2 Alexander,	2d prize,
3 Romer,	3d prize.

Messrs. Cole, and Plowden, senior, absent from the examination.

DISPUTATIONS.

By Messrs. Romer, Walker, and Gowan, in the Hindoostanee language.

Position.—"*The Shanscrit is the parent language of India.*"

Moderator, Captain James Mouat, Assist. Professor.

By Messrs. Swinton, Oliver, and Perry, in the Persian language.

Position.—" *The poems of Hafiz are to be understood in a figura-*
" *tive or mystical, and not in a literal sense.*"

Moderator, Mathew Lumsden, Esq. Assist. Professor.

By Messrs. Tod, Hays, and Impey, in the Bengalee language.

Position.—" *The translation of the best works extant in the Shans-*
" *crit into the popular languages of India, would promote the*
" *extension of science and civilization.*"

Moderator, Mr. William Carey, Teacher.

By Messrs. Oliver, Wauchope, and Perry, in the Arabic language.

Position.—" *The study of the Arabic is essentially necessary to the*
" *attainment of a grammatical knowledge of the Persian*
" *language.*"

Moderator, Mathew Lumsden, Esq.

Declamation in the Shanscrit language, by Mr. Gowan.

Mr. Carey, the moderator, delivered a speech in the Shanscrit language.

ENGLISH ESSAYS.

First Term.—Prize Essays, by Messrs. Wauchope, Rowles, and Perry.

Subject.—"*On the utility of the Persian language in India.*"

Second Term.—Prize Essays, by Messrs. Plowden and Rowles.

Subject.—"*On the advantages and disadvantages of leaving our native country at an early age, as it respects the improvement of the mind and the general happiness of life.*"

Third Term.—Prize Essays, by Messrs. Keene and Bird.

Subject.—"*On the progress of civilization in India under the British government.*"

Fourth Term.—Prize Essays, by Messrs. Gowan and Perry.

Subject.—"*On the decline and fall of the Mohummedan empire in India.*"

HONRARY REWARD OF BOOKS ADJUDGED TO THE FOLLOWING STUDENTS, PROFICIENTS IN THE GREEK AND LATIN CLASSICS, OR IN THE FRENCH LANGUAGE.

Classics.—Messrs. Gowan, Swinton, Perry, Money, Sprot, Walker, Oliver, Digby, Keene, and Plowden.

French language.—Messrs. Keene, Cole, Rowles, Gowan, and Romer.

FIFTH EXAMINATION

HOLDEN IN JANUARY, 1805.

PERSIAN.

1 Scott, 1st prize,
2 Turnbull, 2d prize,
3 Littledale, 3d prize,
4 Christian, 4th prize,

---

5 Marjoribanks,
6 Hope,
7 Shakespear,
8 Gardner, Hon. E.
9 Fraser,
10 Alexander,
11 Ewer.

SECOND CLASS.

12 Dorin,
13 Gordon, F. D.
14 Monckton,
15 Newnham,
16 Bird, W. W.

HINDOOSTANEE.

1 Scott, 1st prize,
2 Turnbull, 2d prize,
3 Littledale, 3d prize,
4 Shakespear, 4th prize,

---

5 Christian,
6 Alexander,
7 Hope,

SECOND CLASS.

8 Bird, S.
9 Gardner, Hon. E.
10 Monckton,
11 Newnham,
12 Parry,
13 Bird, W. W.
14 Ewer.

THIRD CLASS.

15 Siddons,

BENGALEE.

THIRD CLASS.

17 Wright,
18 Ewing,
19 Loch,
20 Martin,
21 Gordon, W. B.
22 Roberdeau,
Lowther, and Lindsay, } absent.
Ricketts, at sea.

BENGALEE.

1 Marjoribanks, 1st prize,
2 Parry, 2d prize,
3 Fraser, 3d prize,

4 Bird, S.
5 Moore,
6 Gardiner, senior.
7 Martin.

SECOND CLASS.

8 Williams,
9 Siddons,

HINDOOSTANEE.

16 Walpole,
17 Martin,
18 Chapman,
19 Williams,
20 Gordon, W. B.
21 Loch,
22 Tippet,
23 Revely,
24 Pakenham,
25 Wright,
26 Roberdeau,

FOURTH CLASS.

27 Halhed,
28 Dorin,
29 Smyth,
30 Clark,
31 Savage,
32 Eyre,
33 Dawes,
34 Gardiner, junior,
35 Ward,
36 Money,
37 Hoppner,

BENGALEE.

10 Gordon, W. B.
11 Pakenham,
12 Revely,
13 Cary,

HINDOOSTANEE.

38 Sullivan,
39 Shum,
40 Berney,
41 Oakley,
Maxwell, absent.

ARABIC.

1 Littledale, 1st prize,
2 Turnbull, 2d prize,
3 Fraser, 3d prize,
4 Scott,
5 Hope,
6 Bird, W. W.
7 Ewer.

MAHRATTA.

1 Trower, 1st prize,
2 Chapman, 2d prize,
3 Moore,
4 Gardiner, senior,
5 Martin.

PERSIAN WRITING.

1 Shakespear, 1st prize,
2 Christian, 2d prize,
3 Gordon, W. B. 3d prize,
4 Chapman, 4th prize,
5 Loch,
6 Hope,
7 Gardner, Hon. E.

NAGREE WRITING.

1 Alexander, 1st prize,
2 Bird, W. W. 2d prize,
3 Newnham, 3d prize,
4 Gordon, W. B.
5 Wright,
6 Loch,
7 Tippet,

PERSIAN WRITING.

8 Ewer,
9 Ewing,
10 Wright,
11 Monckton,
12 Martin.

NAGREE WRITING.

8 Pakenham,
9 Monckton.

BENGALEE WRITING.

1 Bird, S. 1st prize,
2 Marjoribanks, 2d prize,
3 Gordon, W. B.
4 Siddons,
5 Martin,
6 Gardiner,

A. Mackenzie absent from the examination.

DISPUTATIONS.

By Messrs. Turnbull, Scott and Christian, in the Hindoostanee language.

Position.—"*The Oriental languages are studied with more success*
"*in India than in England, and with greater advantage to*
"*the public service.*"

Moderator, Captain Mouat.

By Messrs. Scott, Turnbull, and Littledale in the Persian language.

Position.—"*The Persian language is of more utility in the general* "*administration of the British empire in India than the* "*Hindostanee..*"

Moderator, M. Lumsden, Esq.

DECLAMATIONS.

In the Bengalee language,—by Mr. Marjoribanks.

In the Arabic language,—by Mr. Littledale.

In the Mahratta language,—by Mr. Trower.

ENGLISH ESSAYS.

First Term of 1804.—Prize Essays, by Messrs. Saunders and W. B. Gordon.

Subject.—"*On the study of Indian History.*"

Second Term.—Prize Essays, by Messrs. Trower and Siddons.

Subject.—"*On the rise and fall of the Portuguese empire in India.*"

Third Term.—Prize Essays, by Messrs. Gordon and Maxwell.

Subject.—"*On the establishment of the Dutch, and the decline of* "*their power in India.*"

Fourth Term.—Prize Essays, by Messrs. Newnham and Ewer.

Subject.—"*On the progress of the English power in India, from "the earliest settlement to the battle of Plassey.*"

HONORARY REWARD OF BOOKS ADJUDGED TO THE FOLLWING STUDENTS, PROFICIENTS IN THE GREEK AND LATIN CLASSICS, OR IN MODERN LANGUAGES.

Classics.—Messrs. Littledale, Hope, and Gardiner.

French language.—Messrs. Littledale, Hope, Marjoribanks, the Honourable Mr. Gardener, Trower, Shakspear, and Turnbull.

LIST OF STUDENTS

WHO HAVE ENTERED ON THE PUBLIC SERVICE FROM THE COLLEGE OF FORT WILLIAM, SINCE THE COMMENCEMENT OF THE INSTITUTION, CLASSED IN THE ORDER OF GENERAL PROFICIENCY.

ENTERED ON THE PUBLIC SERVICE IN 1801.

W. P. Elliott. Degree of Honour for high proficiency in the Persian and Hindoostanee languages, and in first Class Arabic.

ENTERED ON THE PUBLIC SERVICE IN 1802.

1. J. H. Lovett. Degree of Honour for high proficiency in the Arabic, Persian, and Hindoostanee languages.

2. C. Lloyd. Degree of Honour for high proficiency in the Arabic, Persian, and Hindoostanee languages, and in first Class of the Bengalee language.
3. H. Hodgson. In first Class Persian, Hindoostanee, and Bengalee, and first in Bengalee writing.
4. A. Ross. In first Class Arabic and Persian.
5. W. P. Potts. First Class Persian and Hindoostanee; and second Class Arabic.
6. G. D. Guthrie. First Class Arabic and Persian.
7. J. W. Laing. First Class Arabic and Persian.
8. D. Campbell. First Class Arabic and Persian.
9. G. Hartwell. First Class Bengalee; and second Class Persian and Hindoostanee.
10. W. Scott. First Class Bengalee; and second Class Hindoostanee.
11. R. Thackeray. First Class Arabic; and third Class Persian.
12. M. Law. First Class Bengalee.
13. W. J. Sands. Second Class Persian and Hindoostanee.
14. J. Wemys. Second Class Persian and Hindoostanee.
15. F. Morgan. Second Class Persian and Hindoostanee.
16. O. R. Wynne. Second Class Persian.
17. R. Vansittart. Second Class Persian.
18. J. W. Grant. Second Class Hindoostanee.

ENTERED ON THE PUBLIC SERVICE IN 1803.

PRESIDENCY OF BENGAL.

1. W. B. Bayley. Degree of Honour in four languages, viz. the Persian, Hindoostanee, Bengalee, and Arabic.—Held public disputation last year in the Hindoostanee and Bengalee languages; Thesis in the Hindoostanee language published last year.—English Essay published last year.—Honorary reward in classics, Greek, and Latin.

2. W. B. Martin. Degree of Honour in two languages, viz. the Bengalee and Hindoostanee; second in the Shanscrit language; and sixteenth in the Persian.—Held two public disputations in the Bengalee language.—Thesis in the Bengalee language published.—Prize in Bengalee writing this year. Third in Nagree writing.—Prize Essay last year. Other essays published.—Honorary reward in classics, Greek, and Latin.

3. H. Dumbleton. Fourth in the Arabic language; sixth in Bengalee, seventh in Hindoostanee, and eighth in Persian.—First prize in Persian writing last year.

4. J. Hunter. Second in Bengalee language; ninth in Hindoostanee, and twenty-first in Persian.—First prize in Nagree writing, and second prize in Bengalee writing.—Held a public disputation in Bengalee this year.

5. W. Morton. Third in the Bengalee language: and in the third Class Persian.—First prize in Persian writing this year: first prize in Nagree writing last year; and third in Bengalee writing.—Held Bengalee disputation this year.

6. C. Chisholme. Seventh in the Hindoostanee language; and seventh in the Bengalee.

7. D. Morrieson. In second Class Hindoostanee; in third Class Persian; and in second Class Bengalee.—Fifth in Persian writing.

8. P. W. Pechell. In second Class Persian; in third Class Hindoostanee, and in second Class Bengalee.

9. W. Paton. In second Class Persian; in third Class Hindoostanee, and in first Class Bengalee: sixth in Persian writing.

10 R. C. Plowden. In third Class Persian; in third Class Arabic, and in second Class Bengalee.

11. W. M. Fleming. In fourth Class Persian, and in second Class Bengalee.

PRESIDENCY OF FORT ST. GEORGE.

1. T. Hamilton. Degree of Honour in two languages; viz. the Persian and Arabic: second in the Tamul language, and eleventh in the Hindoostanee.—Held a disputation in the Persian language this year.—Prize Essay last year.—Honorary reward in classics, Greek, and Latin.

2. W. Chaplin. Degree of Honour in the Hindoostanee language: fifth in Persian, and tenth in Arabic.—Held a disputation in the Hindoostanee language this year.—Prize Essay this year.—Honorary reward in Latin classics.—Honorary reward in the French language.

3. E. Wood. Degree of Honour in two languages; viz. the Persian and Arabic.—Eighth in the Hindoostanee language.—Seventh in Persian writing.—Declamation in Arabic this year.—Prize Essay last year.—Honorary reward in Latin classics.—Honorary reward in the French language.

4. R. C. Ross. Sixth in the Hindoostanee language; twelfth in Persian, and eleventh in Arabic.—Held a disputation in the Hindoostanee language this year.—Honorary reward in Latin classics.—Honorary reward in the French language.

5. T. Newnham. First in the Tamul language; thirteenth in Hindoostanee, and nineteenth in Persian.—Prize Essay this year.—Essay published last year.—Honorary reward in the French language.

6. J. Long. In second Class Arabic, and in third Class Persian.—Fourth in Persian writing.

7. C. Higginson. In fourth Class Hindoostanee.

PRESIDENCY OF BOMBAY.

1. R. Jenkins. Degree of Honour in three languages; viz. the Persian, Hindoostanee, and Arabic.—Held a disputation in the Persian language this year.—Declamation in Arabic this year.—Honorary reward in classics, Greek and Latin.

2. T. Goodwin. Degree of Honour in the Hindoostanee language; first in the Arabic language, and seventh in Persian.—Held Hindoostanee disputation this year.—Obtained second prize in Persian writing, and second prize in Nagree writing.

3. J. Romer. First in the Hindoostanee language; thirteenth in Persian, and fourteenth in Arabic.—Fourth in Nagree writing.—Prize Essay this year.—Honorary reward in the French language.

4. S. Bouchier. Fourteenth in the Hindoostanee language; fifteenth in Persian, and twelfth in Arabic.—Honorary reward in classics, Greek and Latin.

5. J. J. Sparrow. In second Class Persian, and in third Class Hindoostanee.—Honorary reward in classics, Greek and Latin.

6. H. Agar. In second Class Hindoostanee, and in third Class Persian.

7. J. Morison. In third Class Hindoostanee, and in fourth Class Persian.

8. J. Craigie. In the third Class Hindoostanee.

9. W. Steadman. In the fourth Class Persian.

ENTERED ON THE PUBLIC SERVICE IN 1804.

PRESIDENCY OF BENGAL.

1. George Swinton. Degree of Honour in Persian.—Degree of Honour in Hindoostanee.—Fifth in Arabic.—Public disputation in Persian.—Second prize in Persian writing. —Honorary reward in classics.

2. John Wauchope. Degree of Honour in Arabic.—Degree of Honour in Persian.—Eighth in Hindoostanee.—Medal in Mohummedan law.—Public disputation in Arabic.—Public disputation in Persian.—Prize English Essay; honorary reward in the French language.

3. John Walker. Degree of Honour in Hindoostanee.—Degree of Honour in Persian.—Public disputation in Hindoostanee.—Fourth in Persian writing.—Honorary reward in classics.—Honorary reward in the French language.

4. C. Gowan. Degree of Honour in Hindoostanee.—Public disputation in Hindoostanee.—Prize medal in Shanscrit. —Declamation in Shanscrit.—Fourth in Bengalee.—Twelfth in Persian.—First prize in Nagree writing.—

First prize in Bengalee writing.—Prize English Essay.—Honorary reward in classics.—Honorary reward in the French language.

5. Thomas Perry. Degree of Honour in Persian.—Fourth in Arabic.—Public disputation in Arabic.—Public disputation in Persian.—Ninth in Hindoostanee.—Two medals for English Essays.—Honorary reward in classics.

6. A. Bruere Tod. First in Bengalee.—Public disputation in Bengalee.—Seventh in Hindoostanee.—Fifth in Nagree writing.

7. John Ewer. Seventh in Persian.—Eleventh in Hindoostanee.

8. William Gorton. Second in Bengalee.—First medal in Shanscrit.—Second prize in Bengalee writing.

9. T. C. Plowden. Sixth in Hindoostanee, former examination.—Fourteenth in Persian, do.—Fourth in Nagree writing, do.—Prize in English Essay.—Honorary reward in classics.

10. Henry Puller. Eighth in Persian.—Sixteenth in Hindoostanee.

11. John Hayes. Third in Bengalee.—Public disputation in Bengalee.—Second medal in Shanscrit.—Fourth in Bengalee writing.

12. Hastings Impey. Fifth in Bengalee.—Appointed to hold

a public disputation in Bengalee.—Thirteenth in Hindoostanee.—Fifteenth in Persian.—Fourth in Nagree writing.

13. J. T. Watson. Tenth in Persian.—Twentieth in Hindoostanee.

14. Edward Impey. Sixth in Bengalee.—Third medal in Shanscrit.—Thirty-first in Persian.

15. C. Lushington. Fourteenth in Persian.—Eighteenth in Hindoostanee.

16. Wigram Money. Sixteenth in Persian.—Honorary reward in classics.

17. J. Sprot. Seventh in Bengalee.—Thirty-sixth in Hindoostanee.—Prize English Essay.—Honorary reward in classics.

18. A. G. J. Tod. Tenth in Bengalee.—Twenty-eighth in Persian.—Thirty-fifth in Hindoostanee.

19. Thomas Liell. Eleventh in Bengalee.—Twenty-fifth in Hindoostanee.—Third in Bengalee writing.

20. G. Curtis. Twenty-second in Persian.—Twelfth in Bengalee.

21. E. C. Lawrence. Eighth in Bengalee.—Twenty-ninth in Persian.

22. D. Scott. Twenty-fifth in Persian.—Twenty-eighth in Hindoostanee.

23. J. Digby. Thirteenth in Bengalee.—Thirty-second in Persian.—Honorary reward in classics.

24. J. R. Barwell. Ninth in Bengalee.

25. R. H. Rattray. Thirty-fourth in Persian.

26. R. Mitford. Thirty-seventh in Persian.

27. T. Mainwaring. Fifty-third in Hindoostanee.

FORT ST. GEORGE.

1. Wm. Oliver. Degree of Honour in Arabic.—Degree of Honour in Persian.—Medal in Mohumedan law.—Public disputation in Arabic.—Public disputation in Persian.—Honorary reward in classics.—Honorary reward in French language.

2. H. G. Keene. Degree of Honour in Arabic.—Degree of Honour in Persian.—Medal in Mohumedan law.—Appointed to hold a disputation in Arabic, and in Persian.—Prize English Essay.—Honorary reward in classics.—Honorary reward in the French language.

3. Wm. Sanders. Seventh in Arabic.—Ninth in Persian.—Fourteenth in Hindoostanee.—Medal in the Tamul language.

4. Honourable Mr. Cole. Ninth in Hindoostanee, former examination.—Nineteenth in Persian, do.—Honorary reward in the French language.

5 H. Spottiswoode. Fifteenth in Hindoostanee.—Twentieth in Persian.

6. Rous Peter. Eighteenth in Persian.—Twenty-third in Hindoostanee.

BOMBAY.

1. John Romer. Degree of Honour in the Hindoostanee language.—Public disputation in Hindoostanee.—Third prize in Nagree writing.—Sixth in Persian.—Prize English Essay.—Honorary reward in the French language.

2. B. Rowles. Eleventh in Persian.—Twenty-first in Hindoostanee.—Prize English Essay.—Honorary reward in the French language.

ENTERED ON THE PUBLIC SERVICE IN 1805.

BENGAL ALONE; THE STUDENTS FROM THE PRESIDENCIES OF FORT ST. GEORGE AND BOMBAY BEING NOW DETACHED FROM THE INSTITUTION.

1. T. C. Scott. Obtained a degree of Honour in Persian.—Obtained a degree of Honour in Hindoostanee.—Fourth place in Arabic.—Held a public disputation in Persian.—Held a public disputation in Hindoostanee.

2. M. H. Turnbull. Obtained a degree of Honour in Persian.—Obtained a degree of Honour in Hindoostanee.—Held a public disputation in Persian.—Held a public disputation in Hindoostanee.—Obtained the second prize in Arabic.—Obtained the first prize in Persian writing.—Honorary reward in the French language.

3. J. Littledale.—Obtained a degree of Honour in Persian.—Obtained a degree of Honour in Hindoostanee.—Obtained the first prize in Arabic.—Held public disputation in Persian.—Pronounced a declamation in Arabic.—Honorary reward in classics.—Honorary reward in the French language.

4. J. Marjoribanks. Obtained a degree of Honour in the Bengalee language.—Pronounced a declamation in the Bengalee language.—Fifth place in Persian.—Obtained the second prize in Bengalee writing.—Honorary reward in the French language.

5. W. Fraser. Obtained the third prize in Bengalee.—Obtained the third prize in Arabic.—Ninth place in the Persian language.

6. H. Shakespear. Obtained the fourth prize in the Hindoostanee language.—Seventh place in the Persian language.—Obtained the first prize in Persian writing.—Honorary reward in the French language.

7. H. Hope. Sixth place in the Persian language.—Seventh place in the Hindoostanee.—Fifth place in the Arabic. —Honorary reward in classics.—Honorary reward in the French language.

8. H. Alexander. Sixth place in the Hindoostanee.—Tenth in Persian.—Obtained the first prize in Nagree writing.

9. Hon. E. Gardner. Eighth place in Persian.—Ninth place in Hindoostanee.—Honorary reward in the French language.

10. S. Bird. Fourth place in the Bengalee.—Eighth place in the Hindoostanee.—Obtained the first prize in Bengalee writing.

11. W. Trower. Obtained the first prize in the Mahratta language.—Pronounced a declamation in the Mahratta language.—Eleventh in Persian, at a former examination.—Prize English essay.—Honorary reward in the French language.

12. C. R. Martin.—Seventh in the Bengalee.—Seventeenth in Hindoostanee.—Twenty-first in Persian.—Fifth in the Mahratta language.

13. St. John Moore. Third in Mahratta.—Fifth in Bengalee.

14. C. W. Gardiner. Sixth in Bengalee.—Fourth in Mahratta.—Honorary reward in classics.

15. W. Tippet. Twenty-second in Hindoostanee.

16. A. Mackenzie. Thirtieth in Hindoostanee, former examination.

17. G. C. Cary. Thirteenth in Bengalee.

G. Saunders, W. Cracroft, and A. Campell. } Detached from College, and appointed to assistantships in 1804.

J. B. Elliott, } In first class Hindoostanee, at the examination in January, 1803; at which time he received a medal of merit.

REGISTER

OF THE NAMES OF THOSE STUDENTS WHO HAVE OBTAINED DEGREES OF HONOUR AT THE COLLEGE OF FORT WILLIAM FOR HIGH PROFICIENCY IN THE ORIENTAL LANGUAGES.

1801. Elliott.

1802. Lloyd,
Lovett.

1803. Bayley,
Chaplin,
Goodwin,
Hamilton,
Jenkins,
Martin,
Wood.

1804. Gowan,
Keene,
Oliver,
Perry,
Romer,
Swinton,
Walker,
Wauchope.

1805. Scott,
Turnbull,
Littledale.
Marjoribanks.

No. XI.

COLLEGE OF FORT WILLIAM, JULY 25, 1803.

WORKS IN THE ORIENTAL LANGUAGES AND LITERATURE, PRINTED IN THE COLLEGE OF FORT WILLIAM, OR PUBLISHED BY ITS LEARNED MEMBERS, SINCE THE COMMENCEMENT OF THE INSTITUTION.

FOLIO.

1. A Grammar of the Shanscrit Language, first Part.

2. Arabic Tables, elucidatory of a course of lectures on the grammar of the Arabic language.

3. Practical Outlines; or, a Sketch of Hindoostanee Orthoepy; and the Hindoostanee Principles.

QUARTO.

4. A Grammar of the Shanscrit Language, 350 pages.

5. The Oriental Linguist: an easy and familiar introduction to the Hindoostanee or grand popular language of Hindoostan.

6. The Me,at Aamil; a treatise on the government of nouns and verbs in Arabic construction; and the Shurhu Me,at Aamil, a commentary on the former.

7. Hedayut Oon Nohu; or, a Guide to the Arabic Syntax: being volume second of an entire edition of the Arabic classics; compiled for the use of the College of Fort William.

8. The Kafeea Ebnehajeb, with an Appendix; containing a selection of historical, biographical, and other anecdotes; and a few extracts from the most celebrated Arabian authors in prose, as a praxis for the students of Arabic; being volume third of the above edition.

9. Shurhu Moolla; a Commentary on the Kafeea in Arabic, by Mouluvee Jamee.

10. Exercises in Arabic Syntax.

11. The Mesbah; or, Lamp of Grammatical Knowledge: a treatise on the syntax of the Arabic language.

12. A new Theory and Prospectus of the Persian Verbs, with their Hindoostanee Synonimes: in Persian and English.

13. A Vocabulary: English and Persian.

14. Examination Exercises in the Persian, Arabic, Hindoostanee, and Bengalee languages.

15. The Persian Guide: exhibiting the Arabic derivatives.

16. A Treatise on Persian Writing: illustrated by copper-plates: intended to facilitate the acquirement of the art of

writing the Nustaleek character with elegance and correctness.

17. The Bagho Buhar: a translation from the Persian Chuhar Durwesh, by one of the learned natives in College.

18. The Sukoontula, Ukhlaqi Hindee, and Bytal Pucheesee: translated into the Hindoostanee from the Birj Bhakha and Persian version of Shanscrit works; and the Madhonul, an original Birj Bhakha Tale; by learned natives in the College.

19. The Nusri Benuzeer: a prose version of Meer Husun's Hindoostane Mosnuvee; and the Baghi Oordoo and Tota Kuhanee: translated into the Hindoostanee from the Persian Goolistan and Tooteh Namu; by learned natives in College.

20. The Butteesee: a translation into the Hindoostanee, from the Birj Bhakha version of the Shanscrit original: to which is added, the Murseeu of Miskeen, an original Hindoostanee work; by learned natives in College.

21. The Hindee Manual; or, Casket of India: being a collection of Hindoostanee works.

22. The Hindee Story Teller.

OCTAVO.

23. The Hindee Moral Preceptor.

24. The Oriental Fabulist; or Polyglot translation of Æsop's fables in six Oriental tongues.

25. The Hindoostanee Goolistan, in 2 volumes.

26. The Anti-Jargonist; or, a Short Introduction to the Hindoostanee Language; with an extensive Vocabulary.

27. The Stranger's East India Guide to the Hindoostanee Language.

28. Dialogues, English and Bengalee; or, conversations between Natives of every rank, on various subjects.

29. A Grammar of the Bengal Language.

30. Grammar of the Bengal Language; second edition, with large additions.

31. The Heetopades; translated from the Shanscrit into the Bengalee.

32. The History of Rajah Pritapadityo, the last Rajah of the island of Saugur; an original work in the Bengalee language, composed from authentic documents, by a learned native in College.

33. Letters on Business, in the Bengalee language; intended to facilitate transactions with the natives.

34. First Book of the Mahabarut; translated into the Bengalee, 2 volumes.

35. The Singhasen Buteesee: a translation from the Shanscrit into the Bengalee.

36. The Ramayan: a poetical work of note among the Hindoos, translated into the Bengalee from the original Shanscrit.

37. The Old and New Testaments, translated into the Bengalee language; 2 volumes.

38. Primitiæ Orientales, Vol. I.; containing Essays by the Students of the College of Fort William; to which are added, the Theses pronounced at the public disputations in the Oriental languages, on the 6th February, 1802.

39. The Mootufurroqat.

40. The Huft Goolshun.

41. The Gooldustue Hyduree.

42. History of Humeer Humzu.

43. Murseeu or Miskeen, in prose.

44. The Tajool Moolook.

These six last works in the Hindoostanee language, by learned natives in College.

IN THE PRESS.

45. The U$_{l}$yar Danish, 4to.

46. The Hatim Ta$_{l}$ee, 4to.

47. Hindee Story Teller, volumes second and third; in Nagree and Persian characters.

48. A Naval and Medical Hindoostanee Vocabulary.

49. The whole Works of Suoda, 3 volumes 4to.

50. The whole Works of Wulee, 4to.

51. The Sree B$_{l}$hagwut, in pure Hindwee, 4to.

52. Bukawulee; translated from the Persian.

53. Hindoostanee Proverbs.

54. A Collection of all the Arabic and Persian Phrases or Sentences, familiar in the Hindoostanee.

55. Baruh Masa; or the Seasons: an original poem in the Hindoostanee, 4to.

56. The Khani Ulwan; or Hindoostanee Cookery.

57. The Hindoostanee Bostan, 8vo.

58. The Hindoostanee Qooran, 4to.

59. Ukhlaqi Hindee; or the Heetoopades in Hindoostanee; and another Version in pure Hindwee.

60. A Digest of Mohummedan Law, according to the Sect of the Twelve Imams, forming a complete code of the Imameea Law; with Notes illustrative of the decisions of the other sects on all leading and important points of Mohummedan jurisprudence,—four vols. 4to.; the first volume nearly finished.

PREPARING FOR THE PRESS.

61. A Grammar of the Persian Language.

62. A Grammar of the Tamul Language.

63. A Translation of the Kafeea into English, with an Appendix; containing an English version of the appendix to volume third of the edition of the Arabic classics; to form vol. fourth of that work.

64. A Dictionary of the Arabic Language; after the manner of the Kamoos, a celebrated Arabic Lexicon.

65. A Dictionary of the Shanscrit Language.

COLLEGE OF FORT WILLIAM, SEPTEMBER 20, 1804.

WORKS IN THE ORIENTAL LANGUAGES, BY MEMBERS OF THE COLLEGE OF FORT WILLIAM, PRINTED DURING THE LAST YEAR, OR NOW IN COURSE OF PUBLICATION.

I. HINDOOSTANEE.

1. Hindee Story Teller, Vol. II.; a collection of tales, in the Persian and Nagree characters.

2. Ukhlaqi Hindee; translated from the Persian version of the Heetopades; by Meer Buhadoor Ulee, head Moonshee in the Hindoostanee department; Persian character; Nustaleek.

3. Gooli Bukawulee; a fairy tale, illustrating allegorically the Soofee philosophy; translated from the Persian of Shuekh Izzut Oollah, by Moonshee Nihal Chund; Nustaleek character.

4. Sukoontula Natuk; or Story of the Fatal Ring; translated from the Birj Bhakha, by Lulloo Lal Kub, and Mirza Kazim Ulee Juwan; Roman character, to exemplify Mr. Gilchrist's latest improvement in the orthography of Oriental words in that character.

5. Hidayut-Ool-Islam; compiled and translated by Muoluvee Umanut Oollah; Nustaleek character.

6. Tota Kuhanee; from the Persian of Qadir Bukhsh, by Moonshee Huedur Bukhsh; Nustaleek character.

7. Qooran; a portion of it, translated from the Arabic into the Hindoostanee, by learned natives.

The foregoing works were chiefly executed under the superintendence of Mr. Gilchrist.

8. A Collection of useful Dialogues, English and classical Hindoostanee; intended to facilitate the acquirement of the Hindoostanee language by persons who have not an opportunity of studying its grammar. By Ensign William Macdougal, Assistant Professor of the Hindoostanee language.

IN THE PRESS.

9. Prem Sagur; a translation of the 10th section of the Bhagwut, containing the history of Kreeshun. By Lulloo Lal Kub; Nagree character.

10 Ara Ishi Muhfil; translated from the Persian story of the Hatim Tae, by Moonshee Sueyud Huedur Bukhsh. Small Nuskhee character.

11. Khirud Ufroz; translated from the Uyar Danish of Aboolfuzul. By Muoluwee Shuekh Hufeez-ood-deen Ahmud. Small Nuskhee character.

12. The Gospels; translated into Hindoostanee by learned natives; revised and collated with the original Greek, by William Hunter, Esq.; Nagree character.

13. Ukhlaqi Mohsunee; translated from the Persian, by Meer Ummun; Nagree character.

PREPARING FOR THE PRESS.

14. Singhasun Butteesee; or tales related by the 32 figures which supported the throne of Vicramadittya. Translated from the Shanscrit, by Lulloo Lal Kub; Nagree character.

15. Ukhlaq-Ool-Julalee; or the Ethics of Julalee; translated from the Persian, by Umanut Oollah, under the superintendance of Captain James Mouat, Assistant Professor of the Hindoostanee language.

II. PERSIAN.

IN THE PRESS.

16. A Grammar of the Persian Language, comprizing a portion of Arabic inflexion; together with some remarks on the principles of general grammar, suggested by the structure of the Arabic and Persian tongues, as opposed to that of the English and other European languages. Folio. First part printed off. By Mathew Lumsden, Esq. Assistant Professor of the Persian and Arabic languages.

17. The Gospels; translated into Persian, by Lieutenant Colonel Colebrooke, Nustaleek character.

18. The Anvari Soheily; an elegant paraphrase of Pilpay's Fables, in classical Persian; edited by Mouluvee Husseyn; under the superintendence of Captain Charles Stewart, Assistant Professor of the Hindoostanee language.

III. ARABIC.

PREPARING FOR THE PRESS.

19. An Arabic Dictionary, with a Persian translation; compiled from the Kamoos, the Sorah, and other lexicons of equal authority. By Moulavees Rashen Alee, Aslum, and Ibne Alee.

IV. BENGALEE.

20. Lippi Mala; or, the Bracelet of Writing; an original composition in Bengalee prose, in the epistolary form; by Ram Ram Bose Pundit.

READY FOR THE PRESS.

21. History of Rajah Chrishna Chundra Roy, King of Chrishna Nagur, or Kishnagur; an original work, in the Bengalee language; containing the correspondence between the Rajah and the English, in the early period of their intercourse with Bengal; by Rajeb Lochun Moonshee, descended from the family of the Rajah.

22. Translation of the Bhagwut Geeta, from the Shanscrit into Bengalee, by Chunder Churun Moonshee.

23. Translation of the Footanameh, from the Persian into Bengalee, by the same.

V. SHANSCRIT.

24. Shanscrit Grammar, folio, Part Second; by H. T. Colebrooke, Esq.

25. Shanscrit Grammar, quarto, Books Second and Third; by Mr. William Carey.

26. The Heetopades, das Coomar, and Satacs of Bhatri Hari, in the original Shanscrit, with Introductory Remarks; by H. T. Colebrooke, Esq.

IN THE PRESS.

27. The Amarcosh; a Shanscrit Dictionary, in general use throughout Hindoostan; the original text, with notes in English, by H. T. Colebrooke, Esq.

PREPARING FOR THE PRESS.

28. The Dayabhag; or a Treatise on the Hindu Law of Inheritance, with an English Translation; for the use of students in Hindu law; by H. T. Colebrooke, Esq.

VI. MARHATTA.

PREPARING FOR THE PRESS.

29. A Grammar of the Marhatta Language, by Vydyunath,

Mahratta Pundit, in conjunction with Mr. William Carey, teacher of the Shanscrit and Bengalee languages.

READY FOR THE PRESS.

30. The New Testament, in the Mahratta Language; translated by Vydyunath, Mahratta Pundit; revised and compared with the original Greek, by Mr. William Carey.

VII. ORISSA.

PREPARING FOR THE PRESS.

31. A Grammar of the Orissa Language; by Pooroosh Ram, Orissa Pundit, in conjunction with Mr. William Carey.

READY FOR THE PRESS.

32. The New Testament, in the Orissa Language; translated by Pooroosh Ram, the Orissa Pundit; revised and compared with the original Greek, by Mr. William Carey.

VIII. TAMUL.

33. A Grammar of the Tamul Language has been composed by the Reverend Mr. Pœzold, teacher of that language.

IX. MALAY.

PREPARING FOR THE PRESS.

34. The Gospels, in the Malay Language; by Thomas Jarrett, Esq.

35. A Grammar of the Malay Language; by John Shaw, Esq. late standing Council to the Hon. the East India Company.

36. A Dictionary of the Malay Language; by the same.

Mr. Shaw is now residing at the court of Queda, in the interior of the Malacca peninsula, for the purpose of prosecuting his researches into the language and literature of the Malays.

ORIENTAL COMPOSITION.

37. Primitiæ Orientales, Vol. II.; containing Theses in the Persian, Hindoostanee, and Bengalee languages; and declamations in the Arabic language, pronounced at the public disputations on the 29th March, 1803, by students of the College of Fort William; to which is added, a Speech in the Arabic language, delivered on that occasion by the Arabic professor.

IN THE PRESS.

38. Primitiæ Orientales, Vol. III.; containing Theses in the Persian, Hindoostanee, Arabic, and Bengalee languages; and a declamation in the Shanscrit language, pronounced at the public disputations on the 20th September, 1804, by students of the College of Fort William; to which is added, a Speech in the Shanscrit language, delivered on that occasion, by the Shanscrit teacher; with translations.

IMPROVEMENTS IN ORIENTAL PRINTING.

HINDOOSTANEE DEPARTMENT.

Persian Alphabet. The Nustaleek type, first made by Mr. Wilkins, came from his hands in so perfect a state in point of beauty, as hardly to admit of improvement. But in respect of ease and certainty to the reader, several improvements have been máde. These are,

1. Contrivances to discriminate the various sounds of the letters Alif, Wau, and Ya.

2. Marks, whereby letters in the Persian alphabet are made to represent certain sounds in the Nagree, which have no corresponding character in the Persian.

3. Marks of punctuation, never before introduced into Oriental writing.

Nagree Alphabet. By very simple marks, the Nagree letters have been made to represent those sounds in Arabic and Persian, which have the corresponding character in the Nagree alphabet.

Marks of punctuation have been introduced, similar to those in the Persian.

Roman Alphabet. This alphabet has been made to express every character in the Persian, Arabic, and Nagree alphabets, with such accuracy, that from it the true orthography in Oriental characters may be again restored with ease and certainty.

The foregoing improvements have been made by Mr. Gilchrist.

SHANSCRIT AND BENGALEE DEPARTMENT.

A new and improved Devanagari type has been cast for the Shanscrit language, under the superintendence of Mr. William Carey.

1. In this font there are types of all the compound letters.

2. By the construction of certain initial, medial, and final letters, the characters come in contact in the press as in writing.

A font of types in the Orissa character (being the first in that language) is now casting, under the superintendence of Mr. Carey.

PERSIAN AND ARABIC DEPARTMENT.

An improved font of Persian types has been cast by learned natives, in the Persian and Arabic department, at their own expense, and for the use of their own press; under the superintendence of Kulb Alee, the Persian writing master.

COLLEGE OF FORT WILLIAM, MARCH 1, 1805.

PREPARING FOR THE PRESS.

Primitiæ Orientales, Vol. IV.; containing Theses in the Persian and Hindoostanee languages, and declamations in the Arabic and Bengalee languages; also a declamation in the Mahratta

language, being the first in that language; pronounced at the public disputations on the 9th February, 1805; with translations.

CHINESE LANGUAGE.

Since the Report of Literature in September last, a commencement has been made in translating the Scriptures into the Chinese language. The Book of Genesis and the Gospel of St. Matthew are in course of translation, and some chapters of each have already been printed off.

The translator is Johannes Lassar, a native of China, and Professor of the Chinese language, assisted by a Chinese Moonshee. He was lately employed by the Portuguese government at Macao, in conducting a correspondence with the court at Pekin.

The above work has been hitherto carried on, at the private expense of individual members of the College.

It is proper it should be known, that, of the various translations of the Scriptures published, or now in course of publication, by members of the College of Fort William, a very inconsiderable part has been executed at the public expense. The sole charge that has hitherto been incurred by the College in the department of sacred translation, is for the Gospel of St. Matthew, in Persian and Hindoostanee.

Those extensive biblical works which have been announced, are carried on by those members of the College and others, who deem it to be of importance to promote the diffusion of sacred literature throughout Asia.

It is also necessary to observe, that, of the whole catalogue of Oriental literature edited since the commencement of the institution, the chief part has been published by individuals, encouraged by the hope of public subscription by the College, or of private subscription by Marquis Wellesley, who is the munificent patron of every useful Oriental work that is proposed.

No. XII.

ESTABLISHMENT OF THE COLLEGE OF FORT WILLIAM; CONTAINING THE NAMES AND OFFICES OF THOSE PERSONS WHO HAVE BORNE ANY PART IN THE CONDUCT OF THE INSTITUTION, SINCE IT'S FOUNDATION IN 1800.

COUNCIL OF THE COLLEGE.

Rev. David Brown, Provost.
Rev. Claudius Buchanan, Vice Provost.
The Honourable Henry Wellesley.
Sir George Hilaro Barlow, Bart.
John Lumsden, Esq.
Henry Thomas Colebrooke, Esq.
John Herbert Harington, Esq. and
Niel Benjamin Edmonstone, Esq.

PROFESSORS.

1. Sir George Hilaro Barlow, Professor of the Laws and Regulations of the British Government in India.

2. H. T. Colebrooke, Esq. Professor of the Hindoo Law, and of the Shanscrit Language.
3. J. H. Harington, Esq. succeeded Sir G. H. Barlow, as Professor of the Laws and Regulations of the British Government in India.
4. Francis Gladwin, Esq. Professor of the Persian Language.
5. N. B. Edmonstone, Esq. Professor of the Persian Language and Literature.
6. Captain John Baillie, Professor of the Arabic Language, and of Mahomedan Law.
7. John Gilchrist, Esq. Professor of the Hindoostanee Language.
8. Rev. Claudius Buchanan, Professor of Greek and Latin Classics.
9. Mathew Lumsden, Esq. First Assistant Professor in the Persian and Arabic Languages.
10. Captain Charles Stewart, Second Assistant Professor in the Persian Language.
11. Captain James Mouat, First Assistant Professor in the Hindoostanee Language.
12. Ensign William Macdougall, Second Assistant Professor in the Hindoostanee Language.
13. Rev. William Carey, Professor of the Shanscrit, Bengalee, and Mahratta Languages.

14. Rev. Mr. Pœzold, Professor of the Tamul Language.
15. Dr. James Dinwiddie, LL. D. Professor of Mathematics.
16. Monsieur Duplessy, Professor of Modern Languages.

C. Rothman, Esq. Secretary to the Council of the College.

NAMES OF THE LEARNED ORIENTALISTS WHO CONDUCT THE PUBLIC EXAMINATIONS.

REGULAR EXAMINERS.

H. T. Colebrooke, Esq.
J. H. Harington, Esq.
N. B. Edmonstone, Esq. and
W. C. Blaquiere, Esq.

OCCASIONAL EXAMINERS.

Sir George Hilaro Barlow, Baronet.
Lieut. Col. John Malcolm, late Envoy to the Court of Persia.
Dr. William Hunter, M. D.
Burrish Crisp, Esq.
Dr. John Wade, M. D. and
Lieut. Colonel David Thomas Richardson.

NATIVE ESTABLISHMENT OF THE COLLEGE OF FORT WILLIAM.

LEARNED NATIVES; SOME OF WHOM ARE EMPLOYED IN TEACHING THE STUDENTS, SOME IN MAKING TRANSLATIONS, AND OTHERS IN COMPOSING ORIGINAL WORKS IN THE ORIENTAL TONGUES.

30 Moonshees of the Persian language.

35 Moonshees of the Hindoostanee language.

15 Moonshees of the Bengalee language.

8 Moulvies of the Arabic language.

8 Pundits of the Shanscrit language.

3 Pundits of the Mahratta language.

1 Moonshee of the Poshtoo language.

2 Native Christians, Teachers of the Tamul language.

2 Moonshees of the Canara language.

1 Moonshee of the Telinga language.

1 Moonshee of the Orissa language.

2 Moonshees of the Birj Bhaka, or ancient Hindee language.

1 Moonshee of the Malay language.

1 Moonshee of the Chinese language.

One writing master in the Persian and Arabic character.

One writing master in the Nagree character.

One writing master in the Bengalee and Shanscrit character.
One Native librarian in charge of the Oriental publications.
Two Native librarians in charge of Tippoo Sultaun's library.
One English librarian in charge of the European library.

COLLEGE OF FORT WILLIAM,
1st March, 1805.

IMPERIA
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THE END.

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